

Remote Education Provision: Information for Parents
St Francis' Catholic Primary School
January 2021

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education in the event of school lockdown or if entire cohorts (or bubbles) need to remain at home.

Detailed further and regular information (such as class timetables) is sent to parents via school email and Dojo. Information is also sent to pupils via Teams.

How will the Catholic life of the school be replicated through home learning?



The Catholic life of the school is maintained and promoted in a number of ways through home learning, including but not limited to:

- Weekly RE tasks linked to the RE scheme of work with additional input from diocesan education leads
- Opportunities to continue learning about other faiths and cultural traditions
- Daily opportunities for communal prayer
- Head's assemblies
- Video assemblies from outside organisations (CAFOD, Open the Book etc.)
- Live broadcast of Mass on feast days and other occasions

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. This will also be the case when bubbles are temporarily closed.

- Day one – English and maths tasks supplied to children via Microsoft Teams. Alongside these tasks, there will be an expectation that children take part in daily reading and times tables practise.
- Day two – Teachers will provide details of home learning tasks for the remainder of the week via Microsoft Teams.
- We will ensure school staff are available from day one to answer questions about home learning. Children can maintain contact with school through Microsoft Teams and parents/carers should continue to use Class Dojo to communicate with teachers or email with the school.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. This includes:

- Weekly RE tasks linked to the RE scheme of work and other world faiths
- Daily maths tasks based on the White Rose scheme of work
- Daily English tasks to incorporate the following:
 - Reading comprehension
 - Revision of key grammar, punctuation and sentence structure to apply to written tasks
 - A weekly spelling focus
 - Handwriting development
- Weekly science tasks
- Weekly geography/history tasks

In addition to the above, there are further age-appropriate expectations set by class teachers around additional daily activities e.g. daily reading, times tables etc. To maintain a broad and balanced curriculum, a 'Home Learning Suggestions' booklet has been sent to all families with further suggestions covering a range of subjects from STEM to philosophy.

During periods of attendance restrictions, the above is based on the remote learning curriculum provided by the Lighthouse School's Partnership. We have needed to make some adaptations in some subjects. For example, children learning in school may receive a greater level of PE provision (this is in order to release teachers to provide support for remote learning).

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Primary school-aged pupils	Number of hours
Reception – Year 2	3 hours daily
Year 3 – Year 6	4 hours daily

A weekly learning grid will be provided to all children through Microsoft Teams. In addition to this, children are invited to daily Teams events (including registration, wellbeing check-ins, story time and work check-ins) which help to provide a structure to the day.

NB – There is no expectation that children complete the work set in one sitting. The tasks should be managed in ways that work best for children and their families. To that end, home learning encompasses a range of activities from set tasks to open-ended projects.

How will you help keep my child safe when accessing remote education?

We have developed new remote learning protocols and have adjusted child protection policy and procedure to take into account the changes needed to safeguard children not physically at school. These can be found on the website.

Safeguarding our children, whether at home or school, remains paramount.



How will my child access any online remote education you are providing?

Home learning for EYFS, Key Stage 1 and Key Stage 2 is set on Microsoft Teams. All children have access to their tasks through this platform. Every week, teachers will provide a weekly learning grid, any relevant documentation and timetabled events accessible through the child's calendar. In addition to this, children in Reception also receive guidance through Tapestry.

Class Dojo is a platform used for communication between parents/carers and class teachers. This can also be used to distribute home learning for any children unable to access Teams at home.

If my child does not have digital or online access at home, how will you support them to access remote education?

Please contact the school regarding any difficulties in accessing home learning and we may be able to offer the following:



- printed copies of home learning
- help in increasing broadband capacity at home
- support in accessing suitable technology
- alternative opportunities to submit work
- access to some learning in school

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- Recorded teaching across a range of subjects, utilising resources from White Rose maths and the Oak Academy
- Daily registration sessions to establish engagement and set expectations around tasks for the day
- Daily check-in sessions with class teachers and other pupils as a way of receiving/providing help with a task or celebrating achievements
- Worksheet-based activities
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Open-ended project work and/or internet research activities to broaden learning experiences
- Online access to reading resources (Oxford Owl and Oak Academy) and times tables activities (TT Rockstars)
- Weekly PE lessons and challenges provided through video and PowerPoint guidance
- A 'Home Learning Suggestions' booklet covering a range of additional curriculum subjects from philosophy to Forest Schools



How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Attendance will be expected at daily register sessions and weekly wellbeing check-ins. These sessions together with work check-ins and submitted assignments provide opportunities to discuss home learning and monitor engagement levels. Teachers will contact parents/carers should a child show no engagement for that day (unless a message has been sent to the class teacher explaining the absence). Similarly, concerns over children not completing assignments will also be addressed with phone calls to parents/carers.

What are your expectations for the support that we as parents and carers should provide at home?

To ensure your child's home learning has maximum impact, please provide the following support:

- Ensure that your child uses Microsoft Teams to attend their daily register sessions, weekly check-ins and opportunities to seek help
- Establish a positive learning environment and, where possible, provide a quiet space for your child to work - ideally at a table and with access to basic resources (e.g. stationery)
- Know about the work that is sent home and remember we do not expect you to become your child's teacher. Offer support but encourage children to be independent and seek help from school staff and classmates - this may help avoid conflict at home
- Use the 'five-minute plan' chat with children before they get started with home learning. This helps children structure their own day, manage time and materials, persevere and know how to ask for help. (The frequency of the 'check-in' is dependent on the age and learning needs of individual children. Older, more confident children may only need a morning check-in, whereas younger and less confident children may need a check-in before every activity.)
- Provide 'brain breaks' by taking opportunities to exercise, play games and be creative
- Contact teachers via Dojo with any questions or issues



How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

Over the course of the term and as the use of Microsoft Teams is developed, the following may be used:

- Self-assessment through use of success criteria and/or sharing of answers
- Submission of assignments/photographs
- Daily opportunities to discuss tasks and seek help with class teachers and peers
- Whole class/group/individual feedback delivered through registration sessions, check-ins or individually submitted assignments as appropriate
- Digital quizzes
- For younger pupils, feedback may be directed towards parents via Dojo

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example pupils with special educational needs and disabilities (SEND), may not be able to access remote education as effectively without additional support. Parents and carers will be contacted in order to tailor support to the child's needs. We acknowledge the difficulties specific learning needs may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Differentiated resources
- Continuing support for IEP targets
- Opportunities for peer support
- Additional 1:1 or small group adult support delivered remotely

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

- The home-learning curriculum as set out above would remain in place for individuals who are isolating. However, this may not directly reflect the learning taking place in class
- Opportunities for daily engagement with the teacher and peers is desirable but would be limited due to the challenges of teaching pupils in school. At least one daily engagement over Teams would be provided for children who are self-isolating



Stay Safe and Well