



**Sacred Heart Primary School Remote Education**

**January 2021**

## **Remote education provision: information for parents**

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

## **The remote curriculum: what is taught to pupils at home**

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

- School has prepared a two-day paper work pack provision for all children to complete before remote learning begins. This is to be completed independently in the first instance. This has been sent home for parents to store in the case of a lockdown. Children to bring these to school when they return.
- Timetable created for collection of pupil books/textbooks to complete work alongside during remote live/recorded lessons.

### **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 aim to provide a similar expectation for remote learning as if your child/ren were at school. However, we understand that due to different pressures with learning from home, we will try to be as flexible as possible. Every child will have access to an interactive lesson every day with their class teacher. In addition to this, there will be videos, for example for, PE, Music. We aim to plan and share lessons that do not require your child/ren to access a device every time, but to provide a balance between working on a device and being active.
- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, PE sessions (children have access to recorded lessons, Music (children have access to recorded sessions).
- Online live/recorded lessons set daily via TEAMS. For those who are struggling to access, the weblink has been copied and set as a link to follow on Class dojo in some year groups. Children can upload work onto Class dojo for feedback/comments.
- Daily recorded lessons are saved on TEAMS in files or chat section for parents to look at a later date. Some recorded powerpoints are also saved on TEAMS and dojo for parents to access when they can.
- Teachers will set extra online review and assessment work on SAM Learning. Please ask your child to log in to [www.samlearning.com](http://www.samlearning.com). (Our Centre ID is LU2SH2. User IDs are 'Date of Birth and Initials' e.g. 300507DB. Passwords can be reset on request.)

- Teachers will set extra online review and assessment work on 10 ticks. <https://www.10ticks.com/>
- Teachers will set extra online review and assessment work on Education City. <https://educationcity.com>
- Extra resources for further learning via BBC Bitesize, White Rose Maths, Oak Academy are listed on the weekly plans to parents to follow. These are to support live/recorded lessons as well as provide further resources for those parents who may have technical difficulties at a particular time.
- Extra paper learning work packs are available (in the curriculum section) on the school website if parents/carers have technical issues.
- Timetables of weekly remote learning are uploaded to the school website weekly.
- Parents have access to accelerated reader for children to complete tests on reading books at home.
- Parents have access to oxford owl site for activities for spellings. Spelling work is set for children to learn their spellings. <https://www.oxfordowl.co.uk/> This is the page you will get. You can access books as well as the Read Write Inc spelling extra practice zone.

Click in Extra Practice zone and children can work through a couple of these to help with their spellings.

To access: <https://www.oxfordowl.co.uk/>

Click on this at the top.

Enter log in details.

Class name: (For example) User - year6ta

Password - sacredheart

Enter log in details.

Class name: User - : (For example) year6hs

Password - sacredheart

### Remote teaching and study time each day

#### 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	<b>KS1:</b> 3 hours a day on average across the cohort (with less for younger children) <b>KS2:</b> 4 hours a day (this used to be 3 hours across all primary phases)
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### Accessing remote education

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

- Microsoft TEAMS (These are the main platforms for access)
- Class Dojo (These are the main platforms for access)
- Oxford Owl
- RWI videos
- Sam Learning
- Education City
- 10 ticks
- Accelerated Reader
- White Rose Maths
- Oak Academy
- BBC Bitesize
- Music & PE videos uploaded to the school website

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

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- The school has been allocated 14 laptops by the DfE. Parents asked to apply for these. Using engagement and knowledge of children, teachers will be involved in the decision making process and allocation of these laptops. Parents must sign a loan agreement and return these to school following lockdown.
- We will issue school laptops once these have been prepared for home use. Parents asked to apply for these. Using engagement and knowledge of children, teachers will be involved in the decision making process and allocation of these laptops. Parents must sign a loan agreement and return these to school following lockdown.
- We will also apply to charities and companies for further laptops.
- Information has been sent to parents with regards to support for internet connection, e.g routers, broadband and additional mobile data. This information has been shared with parents via parentmail and is also available on the school website.
- If pupils have difficulty with access to any printed materials needed, if they do not have online

access, resources have been uploaded to the school website for them to see rather than print sheets, school books have also been sent home. There are paper resources available for collection, if required.

- Any child who is unable to access online learning will be invited to work in school. Pupils can also submit work to their teachers by handing work in at the school gates at 3:30 pm or post it to school, if they do not have online access. This work will have to be left for 72 hours due to guidance.

### **How will my child be taught remotely?**

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

Some examples of remote teaching approaches:

- Daily live teaching by class teachers (online lessons)
- Daily recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks and reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (see list above in previous box)
- Some long-term project work learning log task and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

### **Engagement and feedback**

**What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

- Expectations for pupils' engagement with remote education shared with parents via parentmail
- We have provided weekly timetables, for example, setting routines to support your child's education. These are available on the school website.

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

- Daily attendance and engagement in remote learning and work that is submitted is recorded. Lessons are recorded and assessment is made via this also.
- Where engagement is a concern, class teachers have messaged parents via Class Dojo. If there continues to be concerns, family workers then contact the parents to discuss the 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:

- Children submit work via Class Dojo for staff to comment on and assess.
- Immediate verbal feedback provided during live lessons via questions and tests.
- SAM learning, Education City, Accelerated reading work set produces reports highlighting understanding. It is important these are completed independently to highlight areas of further learning.
- We aim to provide daily feedback on children's work using a mixture of the above.

### **Additional support for pupils with particular needs**

#### **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 some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Children with significant SEND needs can attend school.
- Teachers will set differentiated work, if appropriate,
- Regular contact will be maintained via Class Dojo and phone calls to support issues.
- Age appropriate lessons and learning has been set to support remote learning.

### **Remote education for self-isolating pupils**

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.

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

- We would also endeavor to offer access to learning to Microsoft TEAMS live/recorded sessions, where this is possible.
- Curriculum sequenced work will be provided and sent home with children. Possibly as a learning pack.