

## St Clare's Catholic Primary School 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 our remote education where national or 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**

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.

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

We use the learning platform *Seesaw* for Years 1-6 and *Google Classroom* for our Reception Class. All pupils are issued with log-in details for this platform in September (or as they join the school). *Seesaw* is used to provide homework during normal operation of the school. If school closes unexpectedly, due to Covid restrictions, snow or other events, work will be set on *Seesaw* and *Google Classroom* from the first day of closure.

**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. However, we may need to make some adaptations in some subjects where specific resources or teaching techniques are required. For example, where Science contains practical work that requires specific resources, the practical element may be substituted for observing an investigation or conducting an alternative investigation; or in PE, as another example, the main curriculum will not always be suitable for home learning. Where the curriculum has been adapted for home learning, any elements missed will be covered at another point when pupils are able to be taught face to face again.

## 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:

<p><b>Primary school-aged pupils</b></p>	<p>For EYFS, there will be up to 3 hours work per day provided. This will include some online activities but the majority will be learning that can be developed through offline practical activities and play.</p> <p>For Key Stage 1, there will be a minimum of 3 hours of work per day provided – this will constitute daily English, Maths, Phonics and at least one other subject.</p> <p>For Key Stage 2, there will be a minimum of 4 hours of work per day provided – this will constitute daily English, Maths and at least one other subject, along with daily reading and the learning of spellings and/or basic Maths skills (e.g. times tables).</p>
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How will my child access any online remote education you are providing?

The majority of pupils' work will be provided through *Seesaw* and *Google Classroom*. These are the primary portal through which work is set, though it may be completed in a range of online and offline forms and through other websites where appropriate, e.g. Bug Club, Mathletics, TT Rockstars, Oak Academy.

**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:

We will endeavour to make sure that all families have at least one working device on which pupils can access their remote learning. If families do not have a device such as a tablet, laptop, smartphone, etc. school will loan the family a device, which can be kept for the duration of the period of school closure.

If pupils do not have access to the internet, we will work with national and local organisations to try to provide internet access for the family, e.g. through providing a data SIM or 4G router.

If neither of the above options are practical and suitable, as a last resort we will provide paper copies of work set, though this does not provide the instruction and interactivity with teaching staff that support learning best and we would therefore always endeavour to find suitable technology instead. This work would need to be collected from school each Monday and returned each Friday to ensure it can be marked and feedback can be provided.

We survey our families regularly to find about their access to technology so that we can support when necessary. If parents wish to find out about how to borrow devices or gain access to internet support, they should contact the school office on 01274 637841 or email [office@stclares.bradford.sch.uk](mailto:office@stclares.bradford.sch.uk)

All pupils will be provided with reading materials and, where needed, stationery and writing materials. Again, parents should contact the school office if any resources are needed.

## How will my child be taught remotely?

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

- Written instructions accompanying a task on *Seesaw* or *Google Classroom*
- Recorded video or audio teaching and instructions, made by your child's class teacher and shared through *Seesaw* (this may include links to recordings made on an instructional video creation tool such as Loom or Explain Everything, or made through *Seesaw* itself)
- Video or audio teaching and instructions provided by a third party, e.g. White Rose Maths, BBC Bitesize, Oak National Academy.
- Online tasks to complete through the *Seesaw* app, such as answer sheets to complete, typed responses and video/audio recorded responses
- Offline tasks to complete, such as a written piece, practical work, etc. which can then be photographed or videoed and uploaded to *Seesaw* for feedback
- Links to activities on other websites, such as Bug Club, White Rose Maths, Mathletics, TT Rockstars etc. Where pupils need additional log-in details for these websites, these will be provided.
- Other online activities, such as teacher-led storytime, Collective Worship videos, class blog posts, etc.
- Other offline activities, such as independent reading, practising spellings or times tables, etc.
- There may be an opportunity for pupils to gather together with the teacher for a 'live' session through Zoom where this is considered to have benefit to the specific group of pupils from either an academic or social perspective.

## **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?**

We expect your child to complete all the tasks set each day to the best of their abilities. We understand that balancing supporting your child's education with your own work commitments may be difficult, but the more support and encouragement you can provide for your child, the better the quality of their home learning experience will be.

The children benefit greatly from structure, so you should aim to get them up and ready to start work at normal school time where possible. Give them a quiet space to work, regular breaks and support them with any questions they may have.

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

Your child's work will be checked daily by teachers. If pupils are repeatedly failing to engage with online learning, or not completing tasks to the standard expected, school will contact parents by telephone to find out why. We will offer support and encouragement but also communicate our high expectations. If children continue to struggle to engage with their work, they may then fall into the 'vulnerable' category and will be expected to attend school when a 'lockdown' takes place.

## 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:

Your child's work will be checked daily by teachers. They will provide feedback through *Seesaw* and *Google Classroom* (either written or verbal) on:

- Individual tasks where appropriate
- The class achievement as a whole
- The day's learning for your child as a whole

Feedback will be provided regularly throughout the school day, providing an ongoing dialogue between your child and their teacher.

However, work that is submitted throughout evenings or weekends will not be responded to until the following working day, as we are conscious of giving our teachers time to prepare for the following day's learning as well as having time for themselves.

## 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:

- The work set will be tailored to the needs of your child with SEND, so that the explanations given, responses required and resources used are suited to your child specifically.
- Sometimes, additional practical resources may be needed to support home learning, such as counting equipment, fine motor resources, etc. and school will endeavour to provide these and get them out to families wherever possible.
- For younger pupils, a mixture of online and offline activities will be included in the daily offer, that can allow for both supported and independent learning. For example, some activities may be mainly play-based, some may require watching a story or video on screen, while some may require adult modelling and closer supervision.
- Other strategies that may be considered where there is a need is for teachers or support staff to contact parents of pupils with SEND for occasional 1:1 remote sessions with the pupil concerned, either via telephone or online.

### **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 hope parents will understand the challenges faced by teachers in providing lessons for those in school and at home simultaneously. Checking Seesaw regularly and providing up to the minute feedback is not always possible when a teacher is in the classroom. Therefore, our offer may differ. Teachers will still plan and set the work daily through Seesaw, but they may only be able to check and respond to the work once or twice each day rather than at more regular intervals. There may be a delay in responding to requests for support or explanation. Furthermore, where more pupils are in school than at home, there may not be as many devices available to borrow from school as they will be required to support the delivery of the curriculum in school.