



St Joseph's Catholic Primary School, Jarrow Remote Education information for parents 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 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?

Should the school need to fully close, we do not feel there is a need for transition to full remote learning. In this instance, we would expect that all pupils can still access remote learning as if they were in the classroom. All lessons will be uploaded to Google Classroom and your child will be invited to attend a Google Meet with their class teacher to outline remote learning expectations.

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?

Our aim is that we teach the same curriculum remotely as we do in school wherever possible and appropriate. We also understand that independent learning at home often takes longer than in school and have taken this into consideration.

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:

Reception	Each day pupils at home should be engaging with approximately 3 hours of learning.
Key Stage 1	Each day pupils at home should be engaging with approximately 3 hours of learning.
Key Stage 2	Each day pupils at home should be engaging with approximately 4 hours of learning.

Accessing remote education

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

All pupils from Nursery to Year 6 must access their remote learning through Google Classroom. We use Google Meets for live lessons and this must be accessed via your child's email account. To support this learning, pupils will also access a number of other learning platforms, such as Lexia, TT Rockstars and Power Maths.

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:

All parents whose child is eligible for a DfE funded laptop have been contacted and devices have been delivered. We have also identified other pupils who have found it difficult to access online learning due to a lack of devices at home. If you are struggling in this area, please contact the school office where we will endeavour to supply you with a device.

For parents who must use their own mobile data to access remote learning, we have a supply of sim cards from Vodafone which supply the user with 3 months worth of data. This can be used to 'hotspot' through to the learning device. Again, please contact the school office if you require a card.

We prefer pupils to access their learning remotely. This ensures ease of communication between pupil and teacher. If you are unable to do this, we can supply printed materials. This work can then be collected and, once completed, returned to school through our 'click and collect' system.

How will my child be taught remotely?

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

The majority of learning is accessed by your child through Google Classroom:

- Live teaching takes place in Google Meet at least once per day, with at least twice a day in Years 5 and 6.
- Recorded teaching sessions, linked to Google Slides, alongside online sessions through Aok Academy and White Rose Maths.
- Independent learning through Google slides
- EYFS and Year 1 'Bingo Boards' with a week of independent learning activities.
- Access to 'Oxford Owl' for reading
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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?

Remote learning is compulsory and not voluntary. However, we are aware that you may come up against significant challenges when juggling home school with day to day work. Please talk to school to find solutions if this is the case. We have also shared individual class timetables explaining the daily routine. This is flexible for families, with only the live sessions being completed at the same time.

We have shared an 'expectations' document with families, which explains code of conduct, dress, behaviour etc.

At the moment, all pupils must turn off cameras during the live sessions. Further clarification over this should be shared soon.

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

Class teachers and leaders monitor Google classrooms throughout the week and your child's involvement is recorded on our 'Keeping in Touch' document. Once your child has completed a task, either online or in their books please ensure that they click 'Hand in' to notify school. Any parents of pupils not engaging with remote learning will be contacted by school and we can discuss the difficulties.

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:

Staff will use a variety of methods to feedback to your child. This may take the form of:

- commenting on work handed in by pupils (this may be photographs of work in books or on whiteboards) via the comments section on Google Classroom – this will either appear as a typed comment or a voice recording.
- marked feedback through Google form
- whole class feedback may be provided on the class stream
- immediate feedback will also be provided during Google meets sessions

The regularity of feedback will be dependent on the learning involved.

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:

All pupils identified as having a special educational needs and/or disability will be contacted individually by the SENCo and their needs assessed on an individual basis. Where pupils are identified as able to access remote learning, additional support will be available through live teaching sessions and regular direct contact from teaching staff.

For some pupils with SEND there will be the need to adapt the teaching and learning and personalised packs will be provided to ensure all pupils can access the learning at home.

Additional face to face meetings will be scheduled to provide interventions for pupils with SEND, where the need is identified.

Regular communication with parents will be maintained at all times during Remote Learning and adapted as and when a need is identified.

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?

Individual isolating pupils will follow as closely as possible the arrangements as set out for whole classes or groups of pupils isolating above.