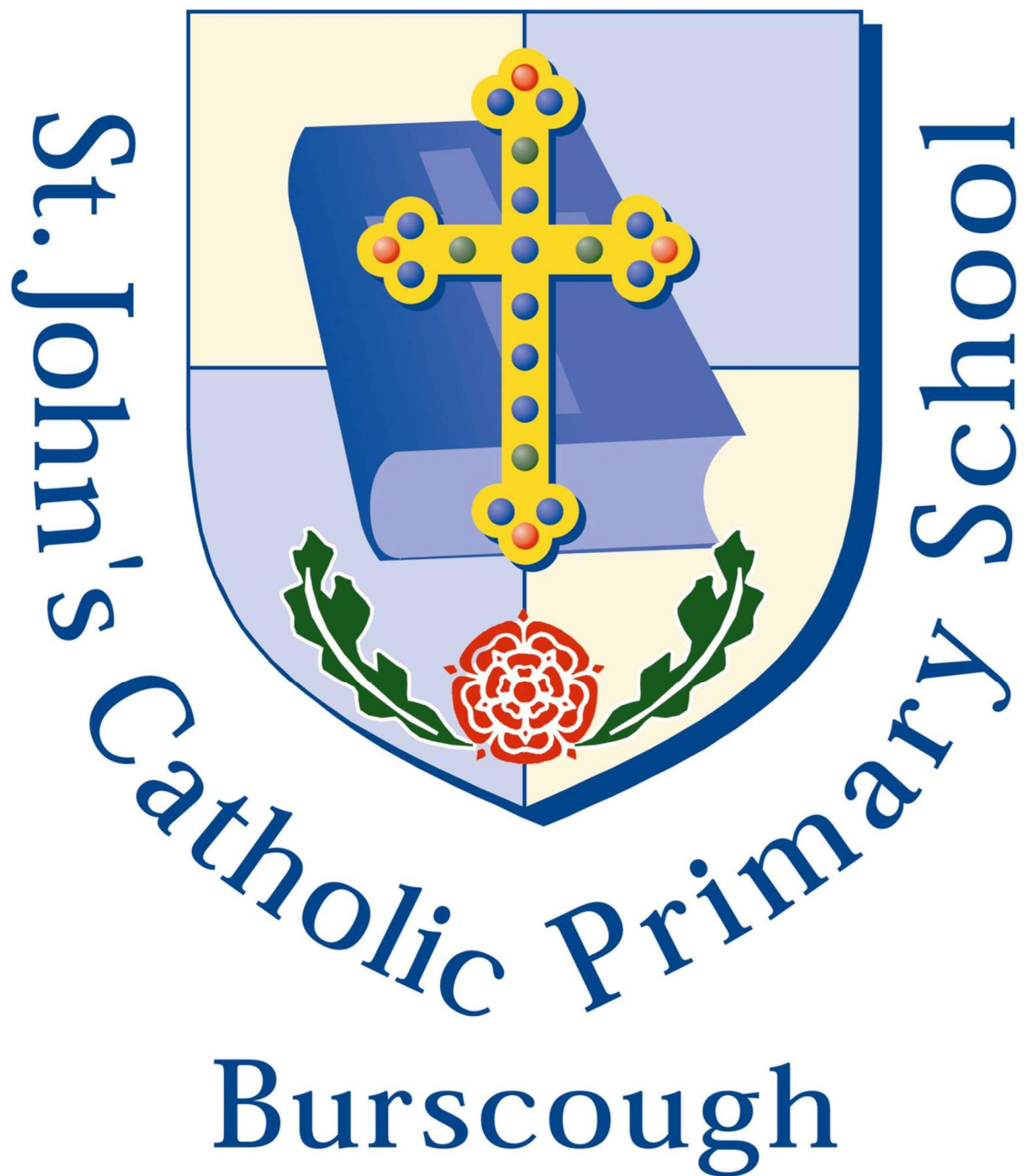


St John's Catholic Primary School

Remote Learning Policy



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?

In the first instance, i.e. Tuesday 5th January, pupils will be provided with physical resources, including, where appropriate, textbooks, workbooks pens pencils, whiteboards and for those who have the need, a school iPad.

Parents are encouraged to talk to school staff about any resources that would assist in home learning and that may be provided by school

Following the first day 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 have needed to make some adaptations in some subjects. For example, (in science the practical investigations have had to be modified and better use made of websites such as explorify and developing experts, in art the focus has been adapted in geography also use of websites such as oddizzi has been used more than it would have been in class. Occasionally children will complete independent research and presentation)

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:

Key Stage 1	A minimum of 3 hours
Key Stage 2	A minimum of 4 hours
Key Stage 3 and 4	

Accessing remote education

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

Dependent upon age we are using tapestry, Seesaw, Zoom. Live and recorded lessons are taking place. PowerPoints and live teaching will also signpost pupils to websites such as white rose maths, oddizzi, power maths, PSHE Association, National Online Safety, BBC and 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:

- Parents have been asked to contact school for issues relating to internet/device access. Teachers have recorded engagement so that school can also contact parents to offer support. iPads have been loaned where necessary.
- Teachers will print materials for collection for those without a printer.
- All pupils in this school have access to the internet and work is submitted through Tapestry, Seesaw or via email.

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:

- live teaching (online lessons)
- 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
- long-term project work and/or internet research activities (these will be limited)

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?

- Pupils are expected to engage with remote learning and a letter has been sent to parents advising on our expectations, including engagement and conduct.
- Parents are encouraged to support their children as well as they are able and we have made provision in school where we have noticed families struggling for children to come into school.

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

In this section, please set out briefly:

- Teachers record levels of engagement and participation daily and feedback every day to pupils about their work and offer additional teaching where misconceptions have arisen
- Where the response causes concern, i.e. lack of engagement this is reported to the Headteacher who will call the parents
- In KS2 Zoom lessons are taking place daily. In Reception and KS1, at least one live session will take place to assure the children have live contact with teachers and to assess and promote well-being.

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:

In this section, please set out briefly:

- In KS1 and Reception, the platforms allow for daily feedback on work submitted
- In KS2 this is through email

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:

- Work is differentiated for pupils with additional needs and in some instances provision has been made for these pupils to physically attend school, where this teaching can be more effectively delivered.
- Both pupils and parents of the younger pupils are familiar with Tapestry and Seesaw as these are established platforms used by the school

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?

The approaches for those pupils self-isolating is identical to the provision for all other pupils