

# **St Aidan's Catholic Primary School**



**Remote Education Provision**

## **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?**

Pupils will be sent links to lessons and work from the Oak National Academy. This work will link to the topics that pupils would have been learning about in school on that day. If an individual child is at home because they themselves are experiencing Covid symptoms, no work will be set, as would be the case for any unwell child.

#### **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. It may be pitched slightly lower than it would otherwise be in class to enable pupils to access work at home, allowing for the fact that pupils may be working with little or no adult support.
- However, we have needed to make some adaptations in some subjects. For example, practical activities in Science, Art etc. will be adapted to ensure that as many pupils as possible can take part while using minimal additional resources.

## **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:

EYFS & Key Stage 1	3 hours (1.5 hours of live interaction with teachers & 1.5 hours of follow up activities)
Key Stage 2	4 hours (1.5 hours of live interaction with teachers & 2.5 hours of follow up activities)

## **Accessing remote education**

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

Live lessons will be accessed via Zoom (Jan-Feb 2021). From mid-Feb 2021, live lessons will be offered via Google Meet.

All other learning will be accessed via Google Classroom.

### **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:

- Laptops and internet access dongles will be made available to families where pupils would otherwise not be able to access remote education.
- Families who require support with this will need to contact the school office and submit a request for support. Families will be asked to sign an equipment hire agreement before a device is made available.
- Devices are also needed in school for provision for key worker pupils. In the event of a shortage of devices, the school will liaise with the DfE about ordering additional devices. (as of Jan 2021 the school has been provided with 6 devices by the DfE)
- teachers will avoid setting work that needs to be printed during periods of remote learning. This is to support our commitment to minimising waste, recognising that many families do not have printer access and harnessing the ability to set a wide variety of tasks on Google Classroom that do not require printing.

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

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

- live teaching (online lessons). Pupils will have 2 x 30 minute video sessions per day. These sessions will comprise of register & prayer, a short wellbeing activity, sharing of strategies for the key learning for the day and reflection on work already completed.
- Pupils also have the opportunity to join optional fitness and reading for pleasure live sessions, led by staff members.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers). This is typically shared as links within Google Classroom.
- If the situation permits (i.e: enough advance notice of a closure) printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books provided by the school such as those from our reading scheme (again, if there is advance notice of a closure)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- limited long-term project work and/or internet research activities (KS2 only)

## 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?

Please see Appendix 1 for the Remote learning expectations document.

We recognise and support the DfE's guidance to parents regarding home learning expectations:

*No one expects parents to act as teachers, or to provide the activities and feedback that a school or nursery would. Parents and carers should do their best to help children and support their learning **while dealing with other demands.***

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

- Teachers will note the attendance on live sessions each day and report concerns about regular non-attendance to a member of the senior leadership team.
- Teachers or senior leaders may then contact pupils where there is a concern about non-engagement, to see how the school can support the family in engaging with remote learning.
- Where a teacher feels work has not been completed to the best of their ability, a private message will be sent to the child to see if they need additional help or if there has been a particular barrier to them completing that piece of work.

### 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:

- Work will be marked and feedback provided via Google Classroom. Teachers will acknowledge all work, providing brief comments where appropriate and giving detailed feedback which helps the child to understand how well they have done and what they can do to improve 3 – 5 times per week.

## **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:

- Teachers will differentiate work appropriately and provide additional scaffolding to ensure that all pupils are able to access work that has been set.
- Teachers will also increase levels of interaction (through phone calls, additional comments and feedback in work etc) to ensure that the wellbeing and academic progress of these pupils is supported during periods of 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?**

- If your child is self-isolating and unwell, they will not be provided with or expected to complete any work until they are well enough to do so
- Where individual pupils are at home isolating but other members of class are in school, the outcomes that the pupils will be completing in class will be made available via Google Classroom. The pupil will then be invited to 'remote in' to lessons at key points during the day so that they can benefit from the input that other pupils will be getting from the class teacher.

## Appendix 1: Remote Learning Agreement

### Parent/Child Remote Learning and Remote Education Expectations

Parents are kindly asked to agree to the following to enable the delivery of quality remote learning during periods of disruption:

- Ensure children are available to learn remotely and attend live interactions with teachers when they are scheduled to do so. Any problems with devices or connectivity are to be reported to the school ASAP via [admin@st-aidans.croydon.sch.uk](mailto:admin@st-aidans.croydon.sch.uk)
- Ensure that any communication with the class teacher supports the child's learning and does not place an onerous amount of communication on the teacher, so they can focus on teaching and assessing the children. As much as possible, all communication with children and their parents will take place within school hours. Teachers may not reply to emails or other communications within 24 hours. If a request is urgent, please communicate via the school office
- Please communicate with our staff respectfully. They are delivering home education within our school expectations whilst managing to work within their own family homes and circumstances.
- If you have technical questions not about the learning, please email [admin@st-aidans.croydon.sch.uk](mailto:admin@st-aidans.croydon.sch.uk)
- **All children using video communication must:**
  - Communicate in groups – one-to-one sessions are not permitted. Teachers will terminate the session immediately if for any reason only 1 pupil is present.
  - Set their username as their full name (first name / surname) to ensure only pupils in the class are admitted to sessions. Pupils who can not be readily identified by username will not be admitted to sessions.
  - Mute themselves on entry to the meeting (and only unmute when invited to do so) so everyone can get the chance to be heard
  - Have a notepad and pen/pencil available to take notes if required.
  - Wear suitable clothing – this includes others in their household. Uniform is not necessary.
  - Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.

- Use appropriate language – this includes others in their household who may be audible in the background.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ideally wear headphones to maximise the audio quality in shared sessions, although this is not essential.
- Always remain aware that they are visible and audible (when not muted).
- Parents should settle the children and then leave them to the live session. Parents should not need to sit with their child through any video sessions unless by prior agreement with Mr Skehan or Mrs. Paull.
- Parents should not attempt to engage the class teacher directly during live video teaching. This may result in the session being terminated, or that pupil having their link to the session terminated.

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