



St Joseph's Catholic Voluntary Academy



"Believe, Achieve, Succeed"

Under Saint Joseph's guardianship and protection, we will be supported to achieve and succeed in the things the Lord wants us to do.

Remote Learning

Created: 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?

Teachers will endeavour to get remote learning sent out to all children as soon as possible. It is to the teacher's discretion how this looks but will include 3 (KS1) or 4(KS2) hours worth of work. This will include English (Reading, writing or phonics) and Maths. It will also include either RE or something from the wider curriculum. In this instance, this will be the same objectives as what children would be doing if in school.

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 have needed to make some adaptations in some subjects in how these are delivered.

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	3 hours
Key Stage 2	4 hours

Accessing remote education

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

Class Dojo ParentMail

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:

- Surveys were sent out in the Advent term regarding the needs for laptops or tablets at home. ParentMails have been sent out explaining that if families need these, to ask the office. Parents can collect these devices from the office as well as any printed resources.
- Parents are required to ask at the office if there are problems with internet connection.
- If parents, are not able to upload work online or choose not to, they are able to drop off any work which will then be quarantined before being looked at.
- Every teacher checks each day that children have what they need to complete that day's learning during daily zooms.
- When children haven't attended the zooms, they are called from the office to check they can access the learning.

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- some teachers will teach part of the curriculum live from the classroom, this is particularly evident in Year 6 as this works well for older children. Other teachers may teach key points that children will need throughout the day during daily Zoom sessions.
- recorded teaching (Oak National Academy lessons, Read, Write, Inc. Phonics, White Rose lessons and BBC bitesize). We find these really effective as children can pause where they need to and go at their own pace. It also has the added advantage that families can make it work for them so can access the learning whenever it suits during the day.
- printed paper packs produced by teachers (e.g. workbooks, worksheets).
- activities set for children by the teacher.

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?

- All children are expected to access the daily zooms where teachers will feed back and explain the tasks for the day.
- Children will then be expected to undertake the learning given.
- Teachers have tried to set tasks that can be done as independently as possible. We do appreciate that this will not be possible for all children, especially in younger year groups but parents are advised to let their teacher know if children are needing constant support as lessons may be pitched too high.
- We advise that it does help to set routines for home learning where possible. For example, trying to get all the learning done in the morning or keeping a similar routine to when children are at school.
- Any support parents can give children is appreciated but children should be uploading independent work. Feedback is given by teachers so there is no expectation that parents do this.

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

- Children are expected to upload any work onto Class Dojo where possible. If this option is not taken, children's work can be sent to the office.
- Children are expected to attend the daily zoom sessions and engage during these.
- Where there are concerns that children are not engaging with zooms or work, phone calls will be made to the parents of those children.

How will you assess my child's work and progress?

Feedback will be given in the following way

- Any work uploaded to Class Dojo will be seen and commented on by the teacher if useful. Generic comments like "well done" may be used to promote motivation but are not always useful in promoting children's progress. Therefore, not every piece of work will be commented on.
- Where teachers identify things they really like or improvements that could be made, they will comment on the work, sometimes with a question for the child to respond to. The aim of this would be to clarify understanding, correct mistakes or deepen understanding.
- Teachers will speak about the previous day's learning in their daily zoom where feedback will be given to the whole class. This is particularly useful when a number of children are making the same mistakes or to move learning on to the next step.

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 set home learning suitable for all where possible. In some circumstances children with a SEND may not be able to access this. If this is the case, teachers may provide bespoke activities for individual children.
- Where children would often receive interventions in school, children at home should receive work that will help them to meet their SEND targets. This could include extra Phonics or calculations that will recap on previously taught subjects. Parents are aware, that unless desired, this should make up part of the 3 hours of learning a day. Where appropriate, this can be instead of other activities.

To support our children in EYFS

- EYFS teacher holds Zoom calls daily to interact with the children, sometimes teaching or sharing a story.
- Parents can access Class Dojo or email the teacher directly with problems.
- Video resources are used a lot that can be done independently by children once they are set up. These include:
 - Ruth Miskin portal
 - White Rose- children watch the video and complete activities.
 - Oak Academy- Children watch the video and complete activities.

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?

Children will be set work to complete as above. They will still be expected to upload it onto Dojo. The main difference is that children will not have zoom sessions.