

St Mary and St Joseph's RC 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 remote education if 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?

Children will be sent home with their English and Maths school work book and an additional home learning work book. Teachers will set work on the Class Dojo. Other online platforms will be available for pupils to continue their work including Purple Mash, TT Rockstars, LBQ, Oxford Owl and Mathletics.

Teachers and T.A.s will monitor and mark work submitted via pupil portfolio and provide feedback.

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. For example, in lessons where specific resources are required for science experiments or to teach mathematical concepts such as mass etc adjustments will be made.

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:

Primary school-aged pupils	Following guidance we will provide at least the minimum expectation for remote provision.
Reception Class	2.5 hours
Key Stage 1	3 hours on average
Key Stage 2	4 hours

Accessing remote education

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

Class Dojo – Teachers will upload work, videos and any additional resources onto the Class Dojo Portfolio. Children are then able to access this by logging into their individual account. The children will continue to follow the White Rose Maths scheme and the Steps to Write English scheme to ensure that new knowledge is being taught and learning is progressive. Video resources to accompany these will be provided via Class Dojo.

To supplement learning in English and maths the children have access to TT Rockstars, LBQ, Mathletics, Purple Mash, SPAG.com and Cracking comprehension.

Non-core subjects will be taught using recorded lessons, Oaks Academy or other suitable resources and follow as closely as possible to the medium term cornerstones topic plan.

Tasks will also be set on Purple Mash.

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 are able to request a device through contacting Mrs Bolton in the school office (01254 698301) or via email (office@smsjrc.blackburn.sch.uk).

Where appropriate and available, school will lend pupils an I Pad to access online learning. Devices which are loaned will have appropriate software security installed.

A loan agreement will need to be signed before devices are issued.

Devices will be issued for the full period of lockdown and must be returned when the child returns to school.

School can provide a SIM card for those who require support with additional data allowance.

Teachers will also provide a learning book for English and Maths and where requested printed materials.

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 (BBC Bitesize, Read, Write Inc., White Rose)
- Purple Mash, LBQ, Cracking Comprehension

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 engage with remote education and submit work onto their Dojo portfolio. Teachers will take a daily register to record and monitor the engagement of all pupils. For work set in maths, english and phonics children are expected to post a photograph of each piece of work daily to be marked and receive feedback. Where work has been returned as a draft, pupils are expected to act upon the feedback and resubmit their work. For work set in non-core subjects the teacher will specify how they would like this to be submitted e.g. photograph, video, worksheet.

When taking part in online lessons pupils are expected to follow our Teams Rules which are inline with our school behaviour policy, safeguarding policy and online safety policy.

Parents are expected to support their child in providing a structured day for learning including being ready in the morning and providing times for breaks. Children should always be ready to begin live lessons. Parents should ensure that pupils have a quiet space where they can work without distractions. Parents should monitor their child's portfolio and ensure that they complete set activities. Parents should use the school website to ensure that they are aware of staying safe online and how they can support their child when working online. Parents should be aware of our Teams Rules and ensure that their child follows these.

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

In line with statutory requirements, pupil's engagement will be checked on a daily basis and recorded in a teacher's mark book. The below model will be used to monitor persistent non-engagers

Teacher to message parents via Dojo – recorded in mark book

Teacher to call parent – recorded in mark book

Reported to SLT and recorded on CPOMS

Head teacher telephone call.

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:

Instant, daily feedback from teachers via Class Dojo on all pieces of work submitted. Where required teachers will provide feedback for improvement and return pieces of work as draft. Pupils are then able to act on this and re submit their work. Through marking teachers will be able to identify next steps in learning and plan for these. The Dojo portfolio can be used to set differentiated tasks based on assessment. Timely responses to any questions to ensure all children understand what is being asked so that their work is a true reflection of their knowledge.

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 SENDCO will liaise with parents to encourage pupils with an EHCP to attend school.

We work closely with families to agree how we can support and establish the level of support at home to ensure reasonable adjustments made be made for learners working remotely with specific educational needs on a bespoke basis.

Those with IDL log in to take this home to complete sessions at home.

The SENDCO will make regular contact with those children who are self-isolating to offer support were necessary.

Ensure that pupils with EHC plans continue to have their needs met.

Ensure that the provision provided for SEND is monitored for effectiveness throughout the remote learning period.

Those pupils with a 1:1 support continue to receive this via telephone calls, Dojo support and Teams.

Advice and resources are sought and shared to meet individual needs from outside agencies and other professionals e.g. SEND support service.

If parents have concerns regarding SEN needs these can be raised and where appropriate referrals made during the lockdown period and virtual support offered e.g. SALT, EP, advisory teachers.

The CAF assessment process continues remotely during lockdown to ensure our most vulnerale families receive ongoing support

Resource packs are being provided from specialist teachers and co-ordianted by SENDCO e.g. SALT programmes

Arrangements for children with a social worker or vulnerabilities

- Social workers will be informed of bubble closures or self-isolation of children that they are currently working with.
- The parents of children with a social worker will be contacted, at least once a week, by a DSL – the frequency of this will be decided by the DSL and social worker depending on the circumstances

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 sent their English and Maths school work books and an additional home learning work book. As decided by the teacher additional printed resources will be provided. Teachers will set work on the Class Dojo. Other online platforms will be available for pupils to continue their work including Purple Mash, TT Rockstars, LBQ, Oxford Owl, Cracking Comprehension and Mathletics.

Teachers and T.A.s will monitor and mark work submitted via pupil portfolio and provide feedback.