

St. Mary's Catholic Primary School, Selby

Remote learning provision

Information for parents

January 2021

St. Mary's Catholic 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 classes (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?

Any pupil having to self-isolate or remain at home due to lockdown, will have work set on Tapestry if in Reception or Seesaw for all other year groups. This will be in line with class work for the children remaining in school. Core subjects of literacy and maths will be established by the end of the first day with the full curriculum offer being established within the subsequent days.

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. Details of our curriculum offer can be found on the curriculum page of our website. The aim is for the remote learning to follow the school based curriculum as closely as possible so that learning can be picked up quickly when a pupil returns to school.

Each day your child will be set learning for the core subjects of maths and literacy. Over the week they will be also have tasks that will provide them with a full and balanced curriculum including some more open ended activities that can take place away from an electronic device.

We do, however, need to make some adaptations in some subjects. For example, art or craft activities for the remote learning will be more flexible so as not to put pressure on families if they do not have the resources available in school.

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	Key stage 1 children – 3 hours Key stage 2 – 4 hours
Secondary school-aged pupils not working towards formal qualifications this year	N/A
Secondary school-aged pupils working towards formal qualifications this year	N/A

Accessing remote education

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

Reception children will access remote learning through Tapestry. All other year groups will use Seesaw. You will be given login details by school. If you do not have yours or have mislaid them, please contact the school office.

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:

Where families do not have access to a digital device, we will provide paper copies of materials being used by the other pupils. This will be delivered in the form of a learning pack direct to the child's home.

The school is trying to access extra devices through the DfE offer for schools. When these become available they will be loaned out to families where possible. If those in need are greater than the number of devices provided by the DfE, then a priority will have to be adopted.

How will my child be taught remotely?

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

Pupils will be taught through a combination of direct teaching, consolidation and practice. The direct teaching may be short video clips from the class teacher or commercially produced teacher input from companies such as White Rose maths or Oak Academy.

Pupils will be provided with a variety of tasks to consolidate this learning. These may be practical using simple materials that can be sourced at home, worksheet on the learning platform or written task that may need paper or word processing.

Where pupils are not able to access online learning, a paper work pack will be put together for your child. These will cover blocks of learning and will need to be worked through in order to ensure progression of skills. They will be closely aligned with the online and class work being followed by the rest of the cohort.

Alongside the core learning platform pupils will be able to access other materials used by the school. These include;

Bug Club: online books are allocated by reading level by the class teacher. In built comprehension that is fed back to the teacher is used to inform future planning.

Times table rockstars: set by teachers to practise and consolidate times tables.

Sumdog used to consolidate maths skills with automatic or specific tasks.

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?

As a parent/carer we expect that you will support your child in accessing their remote learning. They will need a suitable space to work, free from other distractions if possible, and access to a device. We understand that any device may need to be shared so we have made the learning time flexible so that you can adapt to fit your home circumstances.

Weekly sheets containing ideas for 25 activities that do not need a screen will support families in working together and maintaining positive mental wellbeing. These tasks will give important time away from a screen and will enhance learning and personal development.

Each day a story or chapter from a class book will be read for the children to enjoy. Any time you can spend sharing this experience and discussing the story will really support your child as they develop their love of learning and literature.

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

Both Tapestry and Seesaw allow for good communication between school and home. Staff will check the platform daily to monitor pupil engagement and respond or give feedback. Any issues can be resolved via the platform.

Where there are concerns about a child's engagement, school will contact you as parent, to discuss how we can support your child in accessing their learning.

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:

Feedback will include

- Comments on particular tasks or contributions
- At times when errors have been made, staff can return the document for the child to correct their mistakes. Misconceptions can be dealt with in this way.
- To highlight a particular area or a good piece of work a class teacher may ask the child to upload it to the blog so that it can be seen as a model example.
- Parents are also able to upload items to the blog to share work that they or the child is particularly proud of.
- From returned responses formative assessments are made by class teachers about individuals and classes to inform progress and next steps. Further questioning can occur to check for understanding or additional need.

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:

Pupils with individual needs or an EHCP will have the teaching and learning adapted for their needs. This may involve the pupil being offered a place in school as a vulnerable learner or adapted/ extra resources to support parents at home.

Where a particular learning style or strategy has been identified for a pupil, staff will endeavor to adapt tasks to allow for this way of learning.

Differentiation will ensure pupils are able to work within the context of the lesson by accessing learning at their individual level.

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?

When school is fully open and a pupil is absent due to self-isolating the class teacher will set work keeping the remote learning as closely linked to the class learning as possible in order to prevent gaps developing. The online platforms used by your child's class will be used.

Learning tasks will be established within the first 24 hours of a child's absence.