

St Joseph's Catholic Primary School



Remote education
provision: information
for parents

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 on the first day or two of pupils being sent home?

If a child is instructed to work from home, owing to household isolation, awaiting test results, or local or national lockdown restrictions, there will be immediate access to work on Google Classrooms. Each child has been provided with log in details for their account, and instructed on use. Children may also be sent home with hard copy materials, such as pre prepared worksheets and text books where required. To view a summary of expectations in different scenarios, please see the following table:

Scenarios	Teaching and learning provided by school
Scenario 1 Child is unwell and absent from school	Child is not well enough to attend school and access learning – no work given – as normal
Scenario 2 Child is unwell and absent with COVID symptoms	Child is not well enough to attend school and access learning – no work given – as normal

<p><u>Scenario 3</u></p> <p>Child has COVID symptoms and is waiting for a test or for test results and now feels well</p>	<ul style="list-style-type: none"> ● Online platform is used to set learning ● Paper copies will be issued where needed ● Digital devices will be loaned to pupils as required ● Work is responded to via email/google classroom
<p><u>Scenario 4</u></p> <p>Sibling of a child with symptoms waiting for a test or results/whose class has closed</p>	<ul style="list-style-type: none"> ● Online platform used to set learning ● Digital devices will be loaned to pupils as required ● Paper copies will be issued where needed ● Work is responded to via email/google classroom
<p><u>Scenario 5</u></p> <p>Child in quarantine due to travel or in self - isolation due to a school contact or family member with a positive result</p>	<ul style="list-style-type: none"> ● Online platform used to set learning ● Digital devices will be loaned to pupils as required ● Paper copies will be issued where needed ● Work is responded to via email/google classroom
<p><u>Scenario 6</u></p> <p>Child/staff member has a positive COVID result whole class in self - isolation</p>	<ul style="list-style-type: none"> ● Online platform used to set learning ● Digital devices will be loaned to pupils as required ● Paper copies will be issued where needed ● Work is responded to via email/google classroom
<p><u>Scenario 7</u></p> <p>Lockdown</p>	<ul style="list-style-type: none"> ● Online platform used to set learning ● Digital devices will be loaned to pupils as required ● Paper copies will be issued where needed ● Work is responded to via email/google classroom

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 broadly the same curriculum remotely as we do in school wherever possible and appropriate. Year group teachers plan the work together, identifying key objectives and planning lessons which mirror in-school provision. However, we have made some adaptations. For example, some units of work have been moved to later in the year if they rely too much on resources not readily available at home. This includes for example, measurement and capacity in mathematics, or some practical science, art, DT or PE

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 One Pupils:	Average 3 hours per day
Key Stage Two Pupils:	Average 4 hours per day
These times are compliant with DfE requirements and we ensure that the work we set is broadly equivalent to the duration of lessons in school. However, we urge parents to see learning opportunities throughout the day and to not have children sitting in front of a computer screen for 4 hours per day. Learning may take the form of projects, observations, interactions, learning through play, role play etc. as well as accumulated time on our digital platform. The tasks are set on Google classroom, but may be completed 'off screen'.	

Accessing remote education

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

We will set, monitor and assess work using Google Classroom. Each child has been provided with log in details and been supported to access whilst in school in order to increase familiarity with the platform. As well as delivering lessons and responding to work through Google Classroom, staff will make regular contact with pupils 1:1 through phone calls

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:

- We have carried out a survey to identify children who have limited access to devices, or have to share to the extent that they would struggle to access learning for the specified time. We will provide laptops and/or iPads for home use (and requested parents sign a loan agreement).
- The survey remains open and parents can access it via the COVID page on our website should their circumstances change. Adapting to needs and requirements is also discussed during 'phone contact.
- We will make contact with any parents/children who have not accessed Google Classroom and this may uncover further issues with access. We will continue to allocate devices as required.
- The above systems also allow us to identify where WiFi reliability/speed is an issue. In these cases, we will allocate additional wifi solutions.
- Where parents/children require paper copies, this can be requested using the survey link, or by contacting schooloffice@stjosephs-birkenhead.wirral.sch.uk
- In these cases we will make individual arrangements on a case by case basis.

How will my child be taught remotely?

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

- Materials uploaded to Google Classroom daily (e.g. Powerpoints, reading materials, assignments)
- Recorded teaching – video/audio created by teachers, Oak National Academy, BBC, etc.
- Online resources from our school Schemes of Work (Maths No Problem, Pathways to Read and Pathways to Write, Read, Write, Inc, Oxford Owl etc.
- 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 (as per the schools full opening guidance)
- See Appendix for list of schemes and planning materials used

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?

- We expect all children accessing remote learning to engage daily with Google Classroom
- Following analysis of our survey, we understand that many parents are juggling the remote learning of several children while simultaneously working from home themselves. This presents challenges in the home with regards to setting times for access. Over 75% of parents have requested that access is not at set times, but has flexibility for their own home/work arrangements
- Therefore we will monitor engagement over the course of the day
- In instances where there has been no engagement for 48 hours, a 'phone call home will be made to find out why
- The Head Teacher will hold Parent Zoom sessions to share strategies as to how parents can best support the children. These sessions will cover the importance of reading, screen 'down time', mathematical reasoning and vocabulary and mental health and well being
- Additional advice is shared on our school website Covid page

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

- Teachers will undertake a daily register of engagement. Non-engagement will be followed up as appropriate (immediately in most cases).
- If there are concerns about the standard and quality of work submitted, teachers will make 'phone calls to discuss with parents and identify what further support is required

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 or group feedback or quizzes marked automatically via digital platforms are used amidst other effective methods.
- Our approach to feedback on pupil work utilises a range of both summative and formative assessment. This may include whole class comments, smaller group comments or individual comments. It may also include making changes to the planning, for example repeating some lessons or going over key learning if the assessment indicates a lack of understanding.
- Teachers will also make 'phone calls to provide 1:1 feedback where necessary.

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:

- Our SENDCo will use our SEND register and identify those with additional needs who may require additional support. This will include those with an Education Health Care Plan (EHCP) or Pupil Funding Agreement (PFA)
- Intervention sessions delivered by TAs using Google Classroom, 'phone calls, or Zoom may be provided
- The SENDCo will liaise with each class teacher to discuss One Page Plans (OPPs) and how the identified targets can be met remotely, for example by additional projects or assignments
- For our youngest pupils, the teachers will use the EYFS Framework to plan appropriate learning opportunities. It may not be appropriate for tasks to be written and submitted via Google, and in these cases, video lessons will be used – including story time, singing, rhyme and role play. Parents are encouraged to share pictures and videos of their children, either using Google Classroom, or using the usual system of Evidence Me

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?

Please see table at the top of this document

Appendix 1 - What schemes of work/planning will be used for Remote Teaching?

In the EYFS children will access online learning via Google Classroom.

Nursery –three activities a day - phonics/speaking and listening, maths and another aspect of the EYFS Learning Goals will be delivered each day. Videos will be recorded for some sessions and activities will be set. ‘The Way, The Truth, The Life’ and Ten:Ten will be used to provide an act of worship and RE learning

Reception - four activities a day - daily maths, phonics, reading and one other aspect of the EYFS Learning Goals. Videos will be recorded for some sessions and activities will be set. ‘The Way, The Truth, The Life’ and TenTen will be used to provide an act of worship and RE learning

In years 1 – 6, children will access online learning via Google Classroom.

Religious Education and Act of Worship - The Way, The Truth, The Life and Ten:Ten

Maths – This will follow the Maths-No Problem! scheme used in school. Children will follow the usual structure of the lesson, taking part in guided practice following the teacher’s guidance in the voice over presentations and/or video. Children will then be set activities to complete.

Children will be able to upload their work by taking photographs of it and adding it to Google Classroom or submitting it directly via email.

Feedback and answers will be provided to the whole class, small groups and individuals as required.

Children will also be required to access Time Table Rockstars on a daily basis.

English – We will use our school scheme Pathways to Read and Pathways to Write to deliver English lessons. Lessons will cover reading, writing and grammar. Teachers will introduce texts, sometimes with a voice over and resources will be shared. Reading, writing and/or grammar tasks will then be set.

Children will upload work for teacher review and feedback.

Spellings and handwriting will be set on a weekly basis.

Reading will be taught using Oxford Owl and Oak Academy, as well as Pathways.

Reading is a priority and parents have been informed via a workshop of the importance of reading, and different reading strategies e.g. reciprocal, guided, reading for pleasure, adult led advanced texts etc.

Phonics – EYFS and Years 1 and 2 will be given daily phonics sessions, following the school scheme 'Read, Write, Inc'.

Other Subjects – another lesson will be taught each day from a different curriculum area. Subjects may be delivered in blocks for the week or fortnight, as frequently happens in school. Learning that would have been taught in school will be adapted for home learning. Teachers will provide voice-overs and an activity. BBC Bitesize and Oak Academy will be used to support learning.

PE – a daily PE activity will be set. A number of online resources will be used including: BBC Bitesize, Oak Academy, Get Set for PE and Joe Wicks.

PSHE/wellbeing weekly sessions will be provided. These will follow our PSHE school scheme - PSHE Association.

French (Y3 – Y6) Lessons set using the school scheme - Primary Language Network

Appendix 2 - Links to websites used

- [Times Table Rock Stars](#)
- [Oak Academy](#)
- [Bitesize](#)
- [PE with Joe](#)
- [Kids workouts to do at home with Joe](#)

Appendix 3 - Online safety for video

At this time, 'live' video is not being used for remote teaching, other than for a small number of children who have an EHCP.

However, staff may record themselves delivering instruction / feedback and upload these videos to Google Classroom.

Children may also, in some cases, upload a video or picture of their learning.

'Live' video may be considered for pastoral activities e.g. assembly, reading sessions, group check in sessions.

These are our video protocols:

All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions via video are not permitted except in specific and pre arranged circumstances, including children with an EHCP who require focussed support.
- Wear suitable clothing – this includes others in their household who may appear in backgrounds.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bathrooms, are not permitted during video communication.
- The background should be blurred or filtered where possible when not in the classroom.
- Use appropriate language – this includes others in their household.
- 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.
- Try to ensure they have a stable connection to avoid disruption to sessions.
- Always remain aware that they are visible.

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.

- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to sessions.
- Always remain aware that they can be heard.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with parents.

Pupils not using devices or software as intended will be disciplined in line with the **behavioural policy**.

Any concerns about the use of the digital platform should be reported to the head teacher immediately (via schooloffice@stjosephs-birkenhead.wirral.sch.uk)