

St Vincent de Paul Catholic Primary School

'Love one another as I have loved you'



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?

All pupils and their parents will have been provided with login information for the learning platform relevant to their year group. Work will be assigned by the class teachers here as soon as is practicable from the first day of remote learning. In instances where remote access is not possible by pupils, work packs will be made available for distribution to families.

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: we follow Mathematics Mastery in school, however, for remote learning we use the same learning objectives, but lesson content is supported by and aligns with Oak National Academy and White Rose. In English, we follow book-based learning through The Literacy Tree or Hamilton Trust, integrating grammar teaching into lessons.

Sometimes textbooks and worksheets are more effective than video content, and these are used as appropriate.

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:

Early Years Foundation Stage	9:00 a.m. to 3:00 p.m. (with 1 hour lunch)
Key Stage 1	9:00 a.m. to 3:00 p.m. (with 1 hour lunch)
Key Stage 2	9:00 a.m. to 3:00 p.m. (with 1 hour lunch)

Accessing remote education

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

Tapestry (Nursery and Reception)

Google Classroom (Years 1 to 6)

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:

Main channels of communication will remain open for parents and school to liaise appropriately. These include the main school office email address and telephone lines and individual class email addresses so that issues can be dealt with promptly and support given.

The senior leadership team will in the first instance make contact with those pupils and their families deemed disadvantaged and/or vulnerable. Arrangements will be made to ensure these pupils can access their learning from home, including where the school has availability of any suitable devices, which will be allocated on a needs basis. Support staff distribute hard copies of learning packs. Additional resources such as exercise books and writing materials are provided as needed.

If the school is open in a limited capacity, pupils for whom access to remote learning is challenging will be encouraged to attend.

How will my child be taught remotely?

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

The following approaches are used to deliver remote learning:

- 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
- 1:1 live support sessions for individual pupils

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?

Staff can expect pupils learning remotely to:

- Be present for the live introductions to the lessons
- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Not interfere with the virtual classroom e.g. by completing assigned tasks for their child
- Make the school aware if their child is sick or otherwise can't complete work by contacting the main school office
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

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

- Senior leaders are responsible for co-ordinating the remote learning approach across the school, which includes monitoring the effectiveness of remote learning – through regular meetings with teachers, reviewing work set or reaching out for feedback from pupils and parents
- Parents can contact teachers using the class email address. Teachers will not be expected to provide instant responses to questions, nor to respond to emails outside of working hours (e.g. after 5 p.m.).
- Concerns and complaints will be referred to the school office for the attention of a member of the senior leadership team.
- Behavioural issues, such as failing to complete work, will be referred to the senior leadership team.

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 on pupil's work will be provided as follows:

- Prompt, daily and specific teacher feedback provided for individually submitted tasks via the virtual classroom
- Whole-class feedback during live teaching sessions

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 identified SEND are encouraged to attend school in the first instance where they can receive the appropriate support. Individual pupil tasks are adapted as needed by class teachers to meet individual need. Learning Support Assistants continue to support SEND pupils both in school and remotely.

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?

Self-isolating pupils will be assigned learning tasks that closely match classroom objectives. This work will be made available via the school website or learning packs provided.