



### **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.

### **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?**

At St Catherine's CE Primary School, our remote education provision will be available one day after a school closure using Microsoft teams to support remote learning.

### **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 to our afternoon lessons and in some subjects such as for example PE, DT and Art.

## 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**

<p>Early Years – 2 live teaching sessions (20 minutes) per day via Teams in addition to the pre-recorded activities</p> <p>Microsoft team assignments</p> <p>Key Stage 1 – Pre-recorded Read Write Inc. lessons for specific groups Live teaching sessions- English and Maths Daily Microsoft team assignments Pre-recorded or live lessons – themed activities for RE, Latin, Science, History, Geography, Music, PSHE and wellbeing.</p> <p>Key Stage 2 – English and Maths live teaching sessions) for Reading, Writing and Maths.</p> <p>Daily Microsoft team assignments</p> <p>Pre-recorded or live lessons – themed activities for RE, Latin, Science, History, Geography Music, PSHE and wellbeing.</p>	<p>We have ensured within our approach that we meet minimum expectation for remote provision of 3 hours a day in Key Stage 1 and 4 hours a day in Key Stage 2.</p> <p>Through our live teaching approach we will give clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos</p> <p>A register of attendance will be completed for each live session and we have systems for checking, at least daily, whether pupils are engaging with their work on Microsoft teams</p>
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## Accessing remote education

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

At St Catherine's children will be able to access online tools or digital platforms, either for delivery or for assessment from the following resources:

Microsoft Teams	Learning by Questions	Get Epic
TT Rockstars	Spelling Shed	
Purple Mash	My Maths	
Ruth Miskin Oxford University Press		

### 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:

- St Catherine's will lend school laptops or tablets to pupils where a need has been identified
- We have consulted and carried out a survey with parents to identify anyone unable to get an internet connection (for example, routers or dongles), and if required school will supply these. We have also provided parents or carers with information on how they can apply for additional data from the DfE and made applications on their behalf.
- St Catherine's will provide printed materials where there is no online access. This work can be returned to school (making note of local or national restrictions)

### How will my child be taught remotely?

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

- live teaching (online lessons) for core subjects and emotional wellbeing
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by staff)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

## 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?**

### Virtual Classroom Etiquette for Children

Before the virtual lesson

- Be on time for the virtual lesson.
- Have all your resources ready before the lesson starts.
- If you need to use the bathroom, try to do that before class starts.
- Uniform is not necessary but please be dressed for the day, brush your hair and teeth.
- If possible, use a table/desk and chair for all classroom work, virtual or otherwise. Do not participate in virtual classes from bed or the sofa.
- Limit any distractions by removing toys, games and activities from your workspace. Turn off the music or the TV in the background.
- Try to work in a quiet room.
- Join the virtual lesson with a smile!

During the lesson

- When you are not speaking, your microphone should be on mute.
- The chat function is only for comments related to the learning, not chatting to your friends.
- Do not snack during the virtual learning time.
- Avoid shouting out answers and raise a hand to be called upon or use the 'raise hand' function in the virtual classroom.
- Use emojis and gifs sparingly and appropriately.
- Respect everyone's opinion and be encouraging.
- Do not use virtual backgrounds, as these can distract others from learning.
- If the teacher's internet goes down, leave the session immediately.
- You must not take screenshots or photographs of the session.
- You must not publish any part of the session onto any Social Media Platform.

After the virtual lesson

- Complete the learning that has been set and send it to your class teacher.

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

- We will check daily regarding pupils' engagement with remote education
- If school have any concerns regarding pupils' engagement is a concern, we will contact parents/carers by phone call or email.

## **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:

In this section, please set out briefly:

- Live feedback during live teaching sessions.
- Feedback provided via Microsoft Teams especially for any assigned work.
- Pupils will receive feedback on all work completed and submitted.

## **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:

- If required, a bespoke curriculum offer will be made available in consultation with the school SENCo for any families to deliver remote education for pupils with SEND
- We are adapting our curriculum offer for younger pupils, for example those in Nursery, Reception and Year 1 to make live session timings more appropriate, activities more practical and an increased emphasis of the development of speech and language.

## **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?**

Any child who is self-isolating but otherwise well will be given access to the curriculum that is being delivered in school. In addition, resources will be sent home for the child to use and feedback provided by their class teacher.