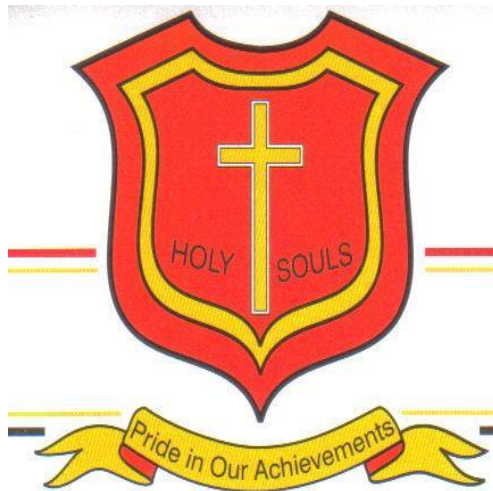


# Holy Souls RC Primary School



## Remote Education 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 or in the event of the school having to close to all apart from the children of critical workers or vulnerable children.

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?**

For the first day, all children will be signposted to the Oak National Academy online learning platform whilst their teachers organise the transition from classroom learning to 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, when the school is only open to the children of Critical Workers and vulnerable children.
- Whilst we teach the same curriculum remotely as we do in school wherever possible and appropriate. We may need to make some adaptations in some subjects.
- We teach a different curriculum remotely to that which we teach in school, when an individual child is having to isolate. For example, signposted to Oak National Academy.

## 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                                                       | EYFS & KS1 3 hours<br>KS2 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?

- English – Lancashire Home Learning Units or individual work set by the teacher
- Phonics – Ruth Miskin - YouTube – day by day
- Maths – White Rose, MyMaths, TTRockstars
- Seesaw digital platform
- Tapestry digital platform
- Learning by questions (LBQ)
- Zoom
- Other platforms as they become available

These can all be accessed via a PC, laptop or tablet

## **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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- Parents are invited to inform us if their child does not have access to a laptop, PC or tablet
- Devices will be loaned to pupils, when possible
- Parents can collect work packs from school
- Completed workpacks can be photographed or scanned and emailed back to the teacher.

## **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:

- online lessons from White Rose Maths, Learning by questions, Oak Academy, Youtube, BBC bitesize, recordings made by teachers; delivered via tapestry and seesaw
- a daily zoom 'catch up' Monday-Thursday with their teacher and class
- printed paper packs produced by teachers (e.g. workbooks, worksheets) for those without the necessary technology if all the devices available have been loaned out
- reading books – online via Oak National Academy, Lancashire Library online
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- a limited number of long-term project work and/or internet research activities

## 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?

- There is a school expectation that all pupils' demonstrate an engagement with remote education
- Parents are expected to set routines to support your child's education
- Parents need to make sure that children are supervised whilst using the internet to ensure that they are only accessing content that is appropriate to them. Children have had online safety lessons in school and should be aware of how to keep themselves safe online and what to do if they don't feel safe
- It would be a good idea to ask your child to tell you ways in which they can keep themselves safe while using the internet so that you as a parent can ensure that they understand. It is also important that you consider the amount of time that your child is spending online and sitting at a tablet/computer screen. Make sure that you build in time for breaks so that children are not looking at a screen for long periods of time.

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

- Teachers will check the pupils' engagement with remote learning daily
- Where there is a concern, the teacher will email the parent. If there is no response to the email this will be reported to the headteacher who will then contact the parent.

### 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 activities 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 take a variety of forms – whole class, individual on digital platforms, via email to the parent.

- Feedback will be provided daily (Monday-Friday) on digital platforms
- Feedback will be given on photographed/scanned work as soon as is possible but within 48 hours (Monday-Friday)

## **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 class teacher and SENDCO will ensure that children with SEND can access their learning appropriately – if need be resource packs will be made up by the class teacher and collected by the parent. If the parent cannot come to the school a staff member will deliver the pack
- Children in EYFS and KS1 will have their work provided via 'Tapestry', National Oak Academy or in paper packs if necessary
- Children in KS2 will have their work provided via 'Seesaw', LBQ, Mymaths as well as other digital platforms. Paper packs will be provided if absolutely necessary. Exercise books, in which to complete the work can also be provided.

## **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?**

We will direct pupils to the Oak Academy <https://www.thenational.academy/>

A daily suggested schedule is available for each year group. Guidance on how to access this resource can be found in Appendix 1 of our Remote Learning policy to be found on the School's website.

Some activities may be set via the afore mentioned online platforms

### **Adults/Parents' role**

- Where possible, it is beneficial for children to stick to a regular and familiar routine. We recommend that you stick to the usual breakfast time, choose two lessons to complete in the morning – perhaps with an opportunity for some fresh air in the middle. Have lunch and then choose another lesson for the afternoon. Have fun doing something enjoyable together later on. Bedtime – stick to 'school day' bed time if you can.
- Home reading books
  - Children will be able to access the Oxford Reading Tree books online.
  - Children on the Accelerated Reader programme should be bringing their book to and from home each day, so should have their current book at home, if they finish it then they can read a book of choice from home.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via the class email address.
- We would encourage parents to support their children's work, by looking at the work set together, and then making plans about how to complete the work. This might include finding somewhere appropriate to work and, encouraging children to try their hardest.