



Remote Learning Protocol

St John'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 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.

Responsibility for Learning

The overall responsibility for learning remains with the Head of School. However, it is incumbent on every class teacher to ensure that pupils engage with the work set daily, track progress and contribute to maintaining a sense of community.

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.

Pupils will be given a pack of learning which is as closely related to the week's learning as possible. The children already have a Science Work Book and they should complete the next section in this book. Children in Key Stage 2 have a Mathematics login and will be assigned work remotely which will consolidate what is being taught in class. In addition, all children from Reception to Year 6 have a Collins e reader login and therefore they can log into this and complete reading activities remotely.

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. However, we have needed to make some adaptations in some subjects.

For example:

- English may be based on short extracts or stories rather than a longer novel or book.
- Practical Maths lessons which require concrete resources will be replaced, where possible, with digital equivalents.
- PE will be taught via online resources or pre-recorded sessions which will focus on keeping fit and active, rather than for teaching specific skills.
- It may be necessary to change a topic for Science and foundation subjects (eg History, Art) if the topic does not lend itself to home learning, for example if the resourcing of an activity would include items you would not necessarily have at home. However, the skills taught will be specific to each year group's curriculum.
- Music will be delivered with a focus on the work of composers.
- Some lessons may be delivered using recorded teaching from other approved sources (eg Oak Academy, BBC Bitesize) rather than your child's teacher.

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 – At least three hours per day

Key Stage 2 – At least four hours per day

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

We will be posting weekly learning grids for each year group on our school website. You will need to enter a password to access these. In addition, there is a link to a weekly online PE lesson from the Sports Partnership as well as links to an assembly and prayers for the week.

We will be delivering some lessons through recorded teaching from both school staff and other approved sources (mainly Oak Academy and BBC Bitesize).

Younger children in Early Years and KS1 will be able to hear one of the school staff in their team reading a story to them, there will be activities linked to this story-time.

Children in Key Stage 2 will also be assigned work through Mathletics, for which children have already been given their personalised login details.

Children from Reception through to Year 6 will be assigned work which can be accessed through their Collins e reader login.

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 a limited number of devices available if parents have no laptop or device to support home learning. These will be prioritised for older children but if you need a device, please contact the school to discuss whether this is a possibility.
- In some very rare cases, where no other option is available, printed copies of home learning grids may be available.

How will my child be taught remotely?

The majority of our teaching will be delivered via weekly Learning Grids created for each class by the class teacher with all of the learning for all areas of the curriculum for the week. Within the grid will be links to online teaching resources such as recorded teaching from approved sources (Oak Academy, BBC Bitesize, etc). Children in Key Stage 2 classes will also be assigned work on Mathletics which will consolidate and support what they are being taught via the learning grid.

Children in Year 2-6 have also been given a Science work book to support their learning for the relevant Science topic that is being covered in their class with work set via the Learning Grid.

Children from Reception through to Year 6 will be assigned work which can be accessed through their Collins e reader login.

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?

The school's expectation is that children engage with their work for at least 3-4 hours per day depending on Key Stage (see above). This does not need to be in one long session and can be spread out across the day.

Assuming that a child is healthy and well enough to work, they will be expected to participate as fully as possible in the remote learning process, completing independent work to the best of their ability and of course depending on their age. Learning Grids in KS2 can be accessed by the children themselves, for younger children an adult is needed to initiate the activities.

We expect that, by the end of the week, the children have completed the work on their class' learning grid, as this mirrors what is expected of them when they are at school.

We fully appreciate the difficulty of adults having to do their own work at home while supporting home learning for their children but we ask that parents support the school in reinforcing positive behaviour and attitudes to learning.

We would suggest that you create a daily timetable for your child to support them in settling into and maintaining the routine of remote learning. A suggested timetable has been shared on the Learning Grid and daily expectations help you to keep track.

Each class has a class email address and work and photographs can be sent to this address. A reply will ensure your child's work is acknowledged and praised, as well as this being an opportunity for your child to receive some next steps to support their learning. Furthermore, children and parents are welcome to email their class teacher via this address to ask for help with specific lessons and activities.

We have provided on the website a self-assessment tool and we encourage children to complete this every Friday and email their responses. We would encourage older children to take the initiative and email their teachers – younger children will need a parent to email their responses.

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

We ask that work is emailed to your child's class email address so that your child's class teacher or a member of support staff can provide feedback. You will also receive a telephone call at least once a week from a member of staff from your child's class with whom you will be able to discuss any concerns or questions you may have about their learning. We encourage you to email work in daily. However, we understand that for some families daily emails may be burdensome, but we expect work to be returned at least three times a week.

Teachers and support staff will be monitoring the work that they receive from each child so please make sure that you are emailing a range of examples of your child's work from across the curriculum.

Should your child not be engaging with their work, your child's teacher will be in contact to find out why and how we, as a school, can provide appropriate support.

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 (eg Mathletics) are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Teacher or support staff respond to emails sent to class email addresses as and when emails are received during normal school hours. When emails are sent to the class email address outside of school hours, the response will be on the following day.
- Celebration photo gallery on the school website.
- Regular phone calls.

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 that this may place on families, and we will work with parents and carers to support these pupils

- Our Inclusion Manager as well as the class teacher will be working closely with these families of pupils with additional needs to ensure that their child's needs are being met and that they are able to fully access the remote education provided to them.
- Remote learning provision for children in Nursery, Reception and Year 1 will be created by their class teacher and will therefore be tailored to the needs of younger children to ensure that they are appropriately engaging, for example through the use of links to videos of songs, or practical activities, to support their learning.

- Phonics provision will be supported with links to videos to materials produced in line with “Song of Sounds”, the phonics scheme that we use in school, to ensure consistency between learning in school and remote learning. Reading will link closely to the phonics scheme in younger classes and this is supported by access to the Collins E-reading scheme. In addition, links to videos produced by the DfE will provide guidance to parents and models to children as to how to correctly pronounce letter sounds.
- Younger children (Nursery, Reception and Year 1) will be provided with a physical pack to support their remote learning, containing resources such as phonics sheets, number lines, hundred squares, etc.

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?

If your child is not able to come into school but is well enough to continue their learning, a paper pack will be provided which will correspond to the work being taught in class for all subjects across the week. This will then be returned to school when the child returns to school and feedback will be given in line with our normal in-school marking policy.

Safeguarding

On-line safety web links are available on the school website as support for parents and children. There will be regular on-line safety activities for the children to complete on the learning grids.

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