

Remote Learning Curriculum at SMPS and SVPS – revised

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.

Our school's offer

Where a class, group or small number of children need to self-isolate, or there is a local/national lockdown requiring children to remain at home, we offer immediate remote education. Our offer considers how to continue to improve the quality of children's existing education and ensures a strong contingency plan is in place for remote education. We will make sure that we plan our remote curriculum with regard for children's age, stage of development or special educational needs which continues to allow them to develop and grow in faith, whilst to providing the pastoral, educational and spiritual support that is essential in these challenging times.

At SMPS/SVPS, we define our groups as follows:

- Whole School (local/national lockdown) = every child except SEND/EHCP/Vulnerable/Key Worker children
- Year Group/Class (in the case of a Covid-19 outbreak in agreement with PHE) = all children within a particular year/class
- Small Groups/Individuals = in the case of isolated positive test as agreed by PHE and those who have enforced quarantine

In developing our Remote Learning Curriculum, we ensure that we:

- continue developing our children's faith and spirituality by delivering the Gospel assemblies weekly and daily worship alongside the RE curriculum
- offer continuous support and monitoring of pupil's/ families' welfare remains in place and safeguarding procedures are still followed.
- give teachers sufficient time to plan the remote learning including PPA time
- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos that match the school's current intent
- train all teaching staff to use Class Dojo (our chosen online platform) so that it is used consistently across the school in order to allow interaction, assessment and feedback
- provide resources, such as workbooks where appropriate
- recognise that younger children and some children with SEND may not be able to access remote education without adult support. Therefore, we will make provision for these children to be educated at school where possible. Where this is not possible we will work with families to support them to continue to develop key skills at home
- consider the mental and emotional wellbeing of our children and families by making weekly/fortnightly phone calls home

When teaching children remotely, we will:

- set assignments so that children have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and rehearsed in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- set clear expectations on how regularly teachers will check work using Class Dojo to assess how children are progressing through the curriculum
- allow teacher adequate time to adjust the pace or difficulty of what is being taught in response to the children's assessments, so that all children make good progress
- offer children opportunities to have daily contact with teachers (live/pre-recorded lessons, Class Dojo messages etc)

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 two days, an emergency pack of self-contained lessons will be set via Class Dojo or, in the event that you do not have access to an appropriate device for remote learning, a paper work pack of lessons and activities.

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, practical activities for Science lessons will not be set to be carried out where the child would need specialist resources. PE, Art and DT will not be the same as at school but there will be lessons provided in these subjects via pre-recorded lessons or schemes.

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:

Upper KS2 Pupils (Yr5 & Yr6)	4 hours per day (these can be broken down over the day.)
Lower KS2 Pupils (Yr3&Yr4)	4 hours per day (these can be broken down over the day.)
KS1 Pupils	3 hours per day (these can be broken down over the day.)
YrN & YR	3 hours per day (these can be in shorter sessions, not one block.)

Accessing remote education

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

Work will be shared on Class Dojo daily. Each child is issued with their own log in.

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 will loan laptops to those families most in need of a suitable device. Initially this will be one per family; however, if we are able to source further devices, we will provide these. Please contact the school via email, for St Vincent's - admin@stvincentshr.org for St Mary's admin@stmarysprimary.org.uk and inform the school of any further need for devices or support with internet connection.
- Pupils can access any printed materials needed if they do not have online access by contacting the school office for St Vincent's 01582 862456 or for St Mary's 01582 602420. Class teachers will provide work packs aligned to the on-line learning. Parent/carer will need to collect unless self-isolating, in which case the school will arrange for delivery.

- Pupils can submit work to their teachers if they do not have online access

How will my child be taught remotely?

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

- recorded teaching - recordings made by class teachers for Core subjects (non-core subjects may be taught through sites such as Oak Academy)
- printed paper packs produced by teachers where needed (e.g. workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, worksheets
- Nesy, Teach your monster to read, Accelerated Reader – all used to support reading.
- Maths Whizz, Mymaths and Flurrish, Rockstar Maths to support maths.
- Weekly spelling lists
- Yr6 SATS workbooks for Maths, Grammar, Comprehension and Reading.
- Child to record themselves reading at least once a week and Teaching Assistants/teachers comment on reading and support.
- Weekly whole class live meeting at a set time each week.

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?

- Expectations for pupils' engagement with remote education – we expect each child to follow the timetable provided by the Class Teacher and to complete all tasks daily or to as near to the date set as possible
- Where possible, please upload completed tasks during school day.
- Expectations of parental support – we expect you to set routines to support your child's education by following the timetable set by Class Teachers.

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 throughout the school day, children's engagement with remote education
- If we have a concern, we will send a message via Dojo. If this lack of engagement continues, a member of staff will make contact with the parent/carer to offer further support.
- Our SENDco and Senior Leaders will provide support for identified children who are struggling to engage

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

- Class teachers will comment daily on work posted and award Dojo points for completed tasks.
- Pupils will receive daily feedback on their work.
- Whole-class feedback or quizzes will be marked automatically via digital platforms

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:

- We will deliver remote education for pupils with SEND by tailoring work to suit their needs. Teaching assistants will make regular contact with SEND pupils to support engagement.
- Teaching assistants listening to reading via phone to monitor progress for SEND pupils where applicable.
- To deliver remote education for younger pupils, we are delivering shorter, practical tasks. Short recorded lessons to support phonics, maths, literacy, Art and PE. Setting practical tasks that parents should be able to support.
- We will provide resources for parents such as scissors, glue sticks, recipes for playdough, 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?

The curriculum and offer outlined above will be inclusive and remain the same to all pupils whether they are in school or self-isolating.

Welfare Checks

Every two weeks, staff will make phone calls home to children unable to attend school.