



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?

While we are ensuring pupils have access to equipment and resources learning will continue as per the remote learning timetable for Nursery, Reception, KS1 and KS2. Teachers and children will build up to this full timetable. All children are expected to log on and complete at least one English and Maths activity daily.

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?

Yes, we will teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, where a task requires lots of discussion the teacher may amend to make it more suitable for remote learning, adapting the PE curriculum for health and safety and in subjects such as Art and DT due to the need of specific resources.

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	Teachers will set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects that is of equivalent length to the core teaching pupils would receive in school, and as a minimum will total three hours each day.
Key Stage 2	Teachers will set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects that is of equivalent length to the core teaching pupils would receive in school, and as a minimum will total four hours each day.

Accessing remote education

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

All pupils will have learning provided via Google classroom. All children have individual logins and these can be obtained via the school office if a child misplaces them.

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 small number of laptops that we will make available to support identified children (these will remain the property of St Francis' Catholic Primary School) to access remote learning.

Information has been communicated directly to those identified as eligible.

We are also able to support with request for wireless routers/dongles. If you have limited access to devices at home to support online learning, please contact, your child's class teacher via email or call and leave a message with our main school office and a member of staff will be in touch.

How will my child be taught remotely?

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

Teachers will provide lessons for the children in their class following the suggested timetable. The lessons cater for all our children and their differing needs and abilities, with clear instruction/direction provided.

As a part of the provision, teachers may use a combination of any of the following approaches to teach pupils remotely:

- Google Slides presentations
- Pre-recorded lessons (e.g. Oak National Academy, BBC links, other appropriately sources videos and links to support the learning outcome and video/audio recordings made by the teachers)
- Online learning platforms such as Oxford Owl, Reading Eggs and TT Rockstars

Live learning (this may include staff recorded presentations, links to online presentations and/or recordings such as Oak National Academy or BBCBitesize online lessons, as well as some live lessons with the class teacher via Google Meet – however we are very aware that this is not necessarily the most effective way to teach all of our children).

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?

In line with our remote learning policy:

Staff can expect pupils to:

- Complete work to the deadline set by teachers - although be aware that this may not always be possible due to few devices at home etc.
- Make their best efforts to complete work to the deadline set by teachers.
- Seek help if they need it from teachers
- Alert teachers if they're not able to complete work

Staff can expect parents to:

- Contact school via school admin account or phone - not directly to the teacher unless it is work related and they can do so in Google classroom
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it. This includes help with passwords, work, signposting to resources that may help them help their child(ren)
- Be respectful when making any complaints or concerns known to staff
- Engage with online safety training sessions and ensure that home devices, networks and software are safe;

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

Each teacher provides a clear explanation of how and when the work will be submitted. Staff are able to see immediately what has been submitted, and when, and will be monitoring this daily.

Where there are any concerns, we would:

EYFS/KS1 (inc: Year 3) - Contact the parents directly by phone to establish whether everything is ok and how we can help to ensure that the child accesses remote learning successfully.

KS2 - Contact the child initially (age appropriate) on Google Classroom to ask if everything is ok and establish how they can help. If they do not get a response or engagement is still a concern, then the teacher would then contact the parents directly by phone to establish whether everything is ok and how they can help to ensure that the child accesses remote learning successfully.

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:

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Our approach to feeding back on children's work is as follows:

We will offer daily direct comments/feedback to children, on any work submitted Google Classroom. This will be whole class or individual feedback in a private message to child on within the work that has been submitted. For writing based activities feedback provided can include www (what went well) and ebi (even better if); this can be written feedback or via voice note using programs such as Mote.

Maths feedback will indicate the answers that are correct and the answers that children need to check again.

Children can make their own comments, as well as seeing teacher's comments, on all their work.

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 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 have worked with these parents and carers to support these pupils in the following ways:

- Initial communication to determine the best way to support each family (Phonecall with the SENCo)
- Identification of each families preferred method of receiving remote learning (online, hard copy or a hybrid of the two)
- Weekly (or more frequently if required) catch-up contact (by the SENCo) to ensure engagement and interaction and to offer any required support
- Provision of materials specifically tailored to the needs of the individual child/ren (this could be workbooks, video/audio instructions, printed packs, loan of a laptop 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?

For an individual child who is now self-isolating at home due to having been in contact with someone who has tested positive for COVID-19, tested positive themselves, been contacted by NHS Track & Trace or is returning from a country on the quarantined list. A pack of work will be made available to the child via post. This will be prepared by the class teacher, children should complete the work/activities and upload the completed work to Google Classroom for the teacher to mark.