



Remote education provision: information for parents

At St John Rigby Catholic Primary School, we have been working extremely hard to ensure that we are offering Remote Learning that is accessible to all, whether a single child or a class isolating or where the school is partially open. 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.

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?

Class Teacher will:

- Arrange a Teams meeting with pupils/parents to discuss the remote learning arrangements and expectations
- Provide Weekly Learning Grid by 5.00pm on the day the decision is made and then every Friday whilst remote learning is in place
- Work on the first day is likely to be in the format of accessing Doodle, Spelling Shed and Reading resources
- On the second day after being sent home we would expect that online learning would be up and running although this may be in a limited format

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.

Class Teacher will:

- Share Weekly Learning Grid by 5.00pm and then every Friday
- Upload assignment & lesson resources/links to MS Teams or Dojo
- Feedback on pupils work for Core and Foundation subjects where required and in an appropriate format (verbal, whole class, written etc)
- Provide online teaching to support work covered in class. This may include live

lessons, pre-recorded (Loom) lessons by the class teacher or Oak National Primary

Curriculum Expectations:

- Daily Maths (WRM)
- Daily Writing (matched to class content e.g. Grammar & Sentence Work)
- Daily Reading (BugClub or Accelerated Reader)
- Daily Doodle Catch-up & Keep-up for Maths/English
- Weekly Humanities (History or Geography) Lesson
- Weekly Science Lesson
- Weekly RE Lessons x2 (recorded)
- Quizzing and retrieval practice for core and foundation subjects (e.g.MS forms)

- Reception (EYFS): Focus on all aspects of Phonics, Early Reading, Writing, Maths RE & Development Activities

Pupils will:

Complete daily work and return requested completed tasks for feedback

**If pupils are unwell, they will not be expected to complete the work set, parents need to alert the class teacher that the child is not well enough to complete the learning.

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:


<p>Primary school-aged pupils</p> <p>This is not all direct teacher lead teaching but includes work set by the teacher to be completed independently by the children at home.</p>	<p>Key Stage 1: 3 hours a day on average across the cohort, with less for younger children in Reception & some Yea 1 pupils</p> <p>Key Stage 2: 4 hours a day.</p>
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Sample timetable (N.B. this will look different is each year group)

9am	9.15	10.30	Break	11.30	12	1.00	2.45
Registration & prayer	English teacher input	Maths teacher input		Feedback teacher input	Lunch	Afternoon Activities	Story & Prayer teacher input

Accessing remote education

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



During isolation or partial school closure the setting of work and contact with children and parents will be via MS Teams and Class Dojo. Work will be primarily set using MS Teams, this will be supplemented with White Rose Maths, Doodle, Bug Club. Oak National Academy, BBC Bitesize, CBBC and the use of pre-recorded lessons on LOOM.

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:

If a child or family does not have suitable online access at home, St John Rigby will endeavour to support the family. Devices can be borrowed from school, in order to arrange this parents / carers would need to contact the school office on 01234 401900 or email: admin@stjohnrigby.org

If you are without access to the internet due to not having broadband or data please contact the school using the details above.

If access is needed to paper copies of work the parent must contact the class teacher and we will work together to enable this to happen, where access to a device or the internet is limited. Other resources can also be provided by the school where required e.g. for children with SEND.

How will my child be taught remotely?

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

Within all plans, teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by White Rose Maths, Doodle Maths/English and Oak Academy or resources prepared by class teachers using Loom.

Children will remain in contact with their class teacher through MS Teams (after taught sessions and completed assignments) and/or Class Dojo (to share successes and communications). All children have been provided with login details for MS Teams and classes have been created. Teachers will share meeting details as appropriate.

White Rose Maths resources will be used as they are matched to our current maths curriculum model. Children are very used to seeing these resources.

Reading in Year 1, 2 and 3 will be supported by BugClub used to develop comprehension and inference skills. For pupils in Years 4, 5 and 6, Accelerated Reader will further develop required reading skills and assess through online quizzing. Phonics will continue for Reception & Year 1 as guided by the class teachers.

In addition to this, DoodleMaths (Maths and Tables) and DoodleEnglish (Spelling, Punctuation and Grammar) will be used to supplement teaching and learning with an individualised approach to match pupil needs, assessing the acquisition and retention of basic core skill and addressing gaps in knowledge.

Loom will be used to support effective delivery of teaching and learning through recording of lesson content in school, to share with pupils at home, or prepare specific resources to support remote learning in the case of partial/full closure.

Oak Academy supports remote learning for a number of reasons: The Oak Academy lessons are in-line with our teaching ethos – they encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website.

MS Teams will support school in offering true online learning with the opportunity for the children to communicate with their teacher through live video. Often this will be used so children can 'drop-in' to receive further support after accessing the prepared resources (e.g. Loom presentations) or Oak Academy resources.

Class Dojo will remain in use as the communication element has already proved to be invaluable. Teachers, parents and pupils will be able to message one another to share information and offer support. The Class Story page will offer the chance for teachers to celebrate children's work and maintain our school community.

Specific consideration will be given to pupils with SEN needs and resources prepared to support remote learning. Nessy would be used as an online tool to support pupil learning, where possible.

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 the event of any form of isolation and loss of learning caused by Coronavirus, our message to all pupils and parents/carers is that engagement in home learning is compulsory in order to ensure that learning time is maximised. Children will be expected to attend any live sessions that are scheduled and submit work as requested by the class teacher. If there are any issues with attending live sessions parents / carers are expected to communicate this with the class teacher and discuss alternative arrangements. If children themselves are too ill to attend then they should not be expected to engage in home learning, this would need to be communicated through the normal absence reporting channel.

We expect that parents would support their children in accessing Remote Learning and that would facilitate them engaging in live teaching sessions.

Expectations for submitting work

English / literacy – 3 pieces a week (e.g. 1 reading, 1 GPS & 1 writing)

Maths – a piece of work each day

RE & Non core – as directed by teachers

The work submitted will look different for different year groups and children e.g. Reception & Yr 1 might be asked to submit a written sentence using their phonic sound for the day and a recording of them reading or a comment from a parent about what the child has read. In Yr 4, for example, children might be asked to submit a written paragraph containing a focus, submit answers to a comprehension and complete an online set quiz for GPS.

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

We will continue to take a register at the beginning of each school day whilst the school is partially open. The timing of this will be decided by the class teacher but needs to be completed by 9.30. Key Worker and Vulnerable children attending school will be registered in school.

Teachers will keep a record of attendance as well as engagement with work. Where children are not engaging in their work contact will initially be made with parents via Class Dojo. If there continues to be a concern, then communication will be via email from the class teacher. Where this does not resolve the issue, parents will be contacted by a member of the Senior Leadership Team. At all points during this process staff will be

trying to ascertain if there is an issue with accessing the work and trying to resolve any issues.

If a parent or carer has concerns about access to work or the work being set then they need to contact the class teacher in the first instance.

How will you assess my child's work and progress?

Our approach to feeding back on pupil work is as follows:

Feedback can take many forms and does 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.

In order for feedback to be effective it needs to be timely and relevant. During live sessions staff will give oral feedback to the whole class. Where tasks are set for pupils to submit teachers will give individual or whole class feedback as appropriate e.g. if there is a misconception that is class wide, the teacher will revisit this activity as a class. If misconceptions are individual, the teacher will provide individual feedback. LSAs may be used at times to provide support to address misconceptions. Teachers will not provide individual feedback on every individual piece of work submitted by each child, however they will use the work submitted to assess and plan for the subsequent lessons.

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.

Work and support for each SEND pupil may look different depending on individual needs. Class teachers will work closely with parents to ensure that their child is able to access the work set for them and that they continue to make progress. There may be times where it might be appropriate for a child to work with an LSA in a breakout rooms on MS Teams during the teacher input or during the time allocated for completion of tasks. If you have concerns about your child accessing Remote Learning your first port of call should be the class teacher.

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?

Class Teacher will:

- Upload assignment & lesson resources/links to MS Teams or send through Dojo by the end of the first day
- Provide resources to match learning that has taken place in class. This may include powerpoints, worksheets or videos
- Feedback on pupils work for Core subjects when completed

Work Set Daily:

- Maths (WhiteRose Maths)
- Writing (Grammar &/or Sentence Work)
- RE lesson (if taught on day)
- Daily Reading (BugClub or Accelerated Reader)
- Daily Doodle Maths/English to support learning in school
- Humanities (History or Geography) or Science lesson if taught on day of absence
- Reception (EYFS): Focus on Early Reading (Phonics), Writing (Letter formation and sentences) and Number work

Pupils will:

Complete daily work and return completed tasks for Maths & English

**If pupils are unwell, they will not be expected to complete the work set, parents need to alert the class teacher that the child is not well enough to complete the learning.