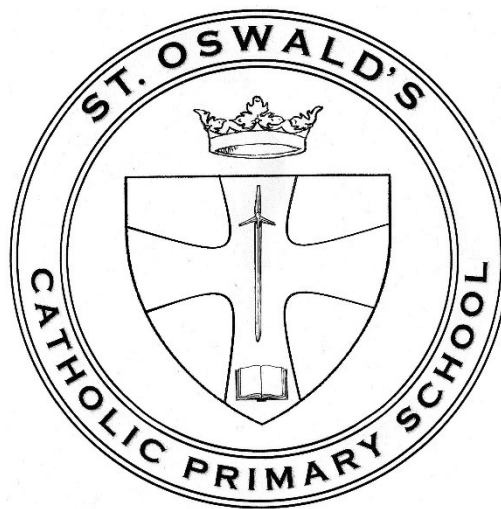


# **St Oswald's Catholic Primary School**



## **Remote Education Provision Information for Families 2021-2022**

**Miss D Hay is the senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.**

<b>Approved by:</b>	<b>Approval date</b>	<b>Renewal date</b>

This Remote Education Provision Information for Families is set within the context of the whole school aims and mission statement:



*Together with Jesus,  
We will Learn and Grow in Faith*

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.

## **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?**

Step 1: School will notify parents of school closure if there is a national or local lockdown.

Step 2: Teacher will be notified and the teacher will set work for the following school day on Google Classroom/Class Dojo.

Step 3: Paper copies for the week will also be available from the office from Midday the following day.

### **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?**

Work will mimic where possible, the curriculum set in school. It will follow the agreed curriculum subjects and terms planning and be set weekly.

Reasonable adjustments with accessible resources, will be made to ensure that all pupils have access to the resources needed for effective remote learning.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote 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:

Nursery	1.5 hours
Reception	2.5 hours
KS1	3 hours
KS2	4 hours

## Accessing remote education

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

In EYFS, Class Dojo and in Years 1-6, Google Classrooms.

### 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:

All CLA and children open to social services (vulnerable) will be offered Chrome books or Tablets.

Pupil premium children in KS2 who do not have access to a suitable device at home will be lent a Chromebook. Phone calls will be made to all the relevant families to arrange this linked to availability.

Pupil premium children, who do have a digital device, but do not have access to an internet connection may be issued data SIM cards or wireless routers. Phone calls will be made to all the relevant families to arrange this, linked to availability.

If school has additional capacity with Chromebooks, families may be offered devices in an order of priority need.

If you do not have online access or prefer not to work digitally, age and ability appropriate work packs can be collected from the school office. These packs should be returned for marking and feedback each week. KIT Calls (keep in touch) will be completed by teaching staff regularly.

## How will my child be taught remotely?

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

- Work booklets
- Online learning portals – Google Classroom and Class Dojo
- Educational websites
- Reading tasks
- Tasks or activities to complete at home

## 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?

**Parents** are responsible for:

- Adhering to the Remote Learning Policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times set out in the policy, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring where possible that their child has access to remote learning material during the times set out in the policy.
- Reporting any absence or illness.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.

**Pupils** are responsible for:

- Adhering to the Remote Learning Policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely at the times set out in this policy, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the School Behaviour Policy at all times.

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

Parents and pupils are accountable for the completion of schoolwork – teaching staff will contact parents if their child is not completing their schoolwork or their standard of work has noticeably decreased.

KIT Calls (keep in touch) will be completed by teaching staff regularly.

## **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:

Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with the Remote Learning Policy.

All schoolwork completed through remote learning must be:

- Finished when returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's own work, or supported if EYFS/KS1
- Marked in line with the Marking and Feedback Policy with the understanding that feedback will be at varying levels depending on scenario for home learning.
- Returned to the pupil, once marked, by an agreed date. This may be outside the teachers working hours.

## **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:

Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

SENCOs will make monitoring calls to children and families.

The SENCO is responsible for:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

## **Remote education for self-isolating pupils**

Where individual pupils need to self-isolate, but 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?**

Step 1: Parent/carer phones school (0151 228 8436) to notify of self-isolation / waiting on a test.

Step 2: Teacher will be notified and the teacher will set work for the child for the following school day.

Step 3: Paper copy for the week will be available from the office the following day.

If the whole family is isolating, we are happy to post a paper pack out in this situation.

Families encouraged to let school know if a child develops symptoms or is ill.