

St Patrick's Catholic
primary school.

A voluntary academy.

Remote education
provision:

Information for
parents.

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.

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?

From day one of pupils being sent home, they will be provided with a timetable of daily lessons. From either day two pupils will be provided with a timetable to show timings of online lesson.

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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

The same curriculum that is taught in school is also taught remotely wherever possible and when appropriate. However, we have needed to make some adaptations in some subjects. For example for art, music and PE the children will be provided with an example of an activity which can easily be completed within the home and with regular household items.

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>FS/KS1- teaching online for 4 slots of 15-20 mins per day plus follow up activities. There will also be 3 independent activities sent per day.</p> <p>KS2- teaching online for 3 slots of 20-30 minutes plus follow up activities. There will also be 3 independent activities sent per day.</p>
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Accessing remote education

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

Via Teams

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 your child is sent home from school to isolate, please inform school immediately if you do not have access to a digital device. School will then organise the loan of a laptop or tablet or provide printed materials. Pupils can submit their work via teams or the class email address or if they are provided with printed materials these can be returned to school.

How will my child be taught remotely?

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

St Patrick's use the following remote teaching approaches

- live teaching (online lessons) for English, Maths, RE, Topic, Science and PSHE
- Links to lesson provided by oak academy and other website
- Documents and powerpoints produced by teachers (e.g. workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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?

Foundation stage, KS1 and lower KS2 children may need support in setting up online learning lessons. Once the lesson has started, parents do not need to stay with their children however behaviour expectations are the same as in the classroom.

Upper KS2 children should be able to access online lesson and learning independently.

It is expected that if possible children attend online lesson and engage with independent tasks set. There is an understanding that this is not always possible and individual families should contact school for support.

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

A register of attendance during online learning is taken. Those children who are not attending will be contacted by the teacher or TA to support with engagement with work.

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:

Work should be submitted to the teacher via teams or the class email address. If a misconception needs addressing, this will be planned for in the following session or individual feedback will be given.

As with lessons in the classroom, future learning is planned based on feedback and assessment during the current teaching.

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:

Some pupils may receive a different sequence of lessons. Where possible, if a different sequence of objectives needs teaching to ensure children can access it, individual teaching sessions may be provided outside of the whole class teaching by either the teacher or TA.

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 a child is self-isolating, they are provided with the same lessons outlines as the rest of the children in class. Twice a day (am and pm) a Teams check in is set up with all of those children in the class who are self-isolating. This gives the children an opportunity to have contact with their teacher. The morning teams check in will ensure the children have access to the learning for the day and provide some specific teaching. The afternoon check in gives the children a chance to ask any questions and support any misconceptions. Work should be sent to the teacher, either through teams or the class email address on a daily basis.