



## **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?**

For the first 2 days of self-isolation or the first day of bubble or school closure pupils that are well must use

- blended learning resources- *MyMaths, TT Rockstars, White Rose, Reading Eggs, Knowledge organisers, Oak Academy*
- isolation packs sent home



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### 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.
- The **weekly class/year group timetable** will be published on your online platform (*Tapestry N & R, Seesaw Y1, 2, 3 & 4 or Teams Y5 & 6*)

#### For pupils in years 1-6

- Each day there will be 4 lessons. **Maths and English (including phonics in EYFS/year 1) every day** and 2 other subjects. RE, PE and the subjects in focus will be covered.

| Sample weekly timetable | Monday  | Tuesday | Wednesday | Thursday | Friday   |
|-------------------------|---------|---------|-----------|----------|----------|
| Morning lesson 1        | Maths   | Maths   | Maths     | Maths    | Maths    |
| Morning lesson 2        | English | English | English   | English  | English  |
| Afternoon lesson 1      | RE      | Science | RE        | DT       | Music    |
| Afternoon lesson 2      | Italian | PE      | PSHE      | PE       | Spelling |

- Teachers will set work daily for their class on their online platform
- Work will be available from 7am each day
- Maths - White Rose maths video and worksheet will be uploaded
- English - talked over presentation and other resources needed to complete the lesson will be uploaded. Phonics will be taught in EYFS and Year 1 live on Teams for minimum 15 minutes daily.
- RE - weekly collective worship prayer and a talked over PowerPoint presentation and other resources needed to complete the lesson will be uploaded
- Other subjects - will not necessarily have a talked over PowerPoint presentation

#### For pupils in Nursery and Reception

It is important that children in this year group are encouraged to complete play based activities daily. Phonics, Maths, Physical Development and Communication and Language activities will be set daily. Each day one other activity will set for the different areas of learning, including: RE, Literacy, Understanding the World, Expressive Art and Design and PSED. 'Storytime' will be shared on Tapestry by the EYFS Teachers each day. The EYFS Teachers and Learning Support Assistants will be available through Tapestry and will respond to messages during the school day (8.30am-3.30pm).

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## 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:

|                            |         |
|----------------------------|---------|
| Primary school-aged pupils | 4 hours |
|----------------------------|---------|

## Accessing remote education

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

Nursery and Reception - Tapestry  
Year 1, Year 2, Year 3 & Year 4 - Seesaw  
Year 5 & Year 6 -Microsoft 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 pupils do not have a device or access to the internet please contact [homelearning@robsouth.org](mailto:homelearning@robsouth.org) we may be able to loan you a device (school laptop or iPad) and/or provide you with a SIM card giving 90 days of data access.
- If we cannot provide you with a device or access to the internet we will provide pupils with printed materials. These will need to be collected and returned to school as arranged. If the family is self-isolating we will make provision to deliver and collect the printed materials to the home address.

### How will my child be taught remotely?

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

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- live teaching (online lessons) for phonics and daily class meetings
- recorded teaching (e.g. White Rose maths videos, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- 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?

- Pupils log into their online platform each day and complete work
- Pupils meet their teacher once a day on Teams
- Pupils complete work to a high standard-treat online learning the same as classroom learning
- Pupils read their teacher's feedback and act on it
- Only upload work to their online platform between the hours of 8am and 4pm Monday-Thursday
- Pupils follow all online safety rules to keep themselves safe and take regular screen breaks
- Parents have consented to their child's use of the online platform
- Parents ensure their child/ren can have access to a device and the internet
- If there is no available device or the internet parents have informed the School-Miss Joseph
- Parents provide their child/ren with a suitable working space with the least amount of distraction e.g. children should not be working with the television on
- Parents encourage their child to follow the class timetable where possible
- Parents view the daily work set with their child/ren and make appropriate plans for their child to complete the work
- Parents check that their child has completed all work set to a high standard
- Parents facilitate their child in accessing the daily meeting with their class teacher on Teams
- Parents have communicated with school if there is a problem
- Parents encourage child/ren to use Reading eggs, Timetable Rockstars and MyMaths daily in addition to work set by the class teacher
- Ensure their child only uploads work to their online platform between the hours of 8am and 4pm Monday-Thursday

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

Teachers will take a daily register during the class live meeting and will also monitor pupil submission of work via the online platform. Pupils that do not attend the class meeting or submit work daily will receive a phone call from the class teacher.

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## **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:

- Maths-answer sheets uploaded the following day and children asked to self-mark.
- English-acknowledge marking for planning/build up work. Depth marking for final written piece.
- RE-1 in 3 pieces should be marked in depth - other pieces, acknowledgement marking only
- Meet class daily on teams at agreed time. The length of time for this meeting is at the discretion of the teacher - during this time teachers may wish to read a story, go over the phonics sound or a new concept in maths, provide whole class feedback, play games. In EYFS and Year 1 the daily class meeting should be scheduled to take place after the phonics session.
- If children are not accessing their online platform or attending the daily class meet teachers will call home to carry out a welfare check and share parent and pupil expectations with the family.
- Feedback on online platform and answering parent communications will be carried out only within the hours of 8.30am and 3.30pm Monday to Friday.

## **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:

Learning support assistants will support pupils who they normally support in school

It is important that children in this year group are encouraged to complete play based activities daily. Phonics, Maths, Physical Development and Communication and Language activities will be set daily. Each day one other activity will be set for the different areas of learning, including: RE, Literacy, Understanding the World, Expressive Art and Design and PSED. 'Storytime' will be shared on Tapestry by the EYFS Teachers each day. The EYFS Teachers and Learning Support Assistants will be available through Tapestry and will respond to messages during the school day (8.30am-3.30pm).

## **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.

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**If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

For the first 2 days of self-isolation pupils that are well must use

- blended learning resources
- listed websites including Oak Academy
- isolation packs sent home
- From day 3, work covered in class will be uploaded to the pupil's online platform daily by the class teacher or learning support assistant.
- Maths (white rose video and worksheet) and English should be set daily
- Teachers will feedback on work submitted through the online platform at least 3 times a week.
- The class teacher or learning support assistant (under the direction of the class teacher) will call self-isolating pupils once a week to check in with the pupil and parent.