

## **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 individuals need 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**

During any time of school closure due to Covid restrictions, all students at St Vincent's will follow the same curriculum as if in school where possible and appropriate. Teachers and leaders in school have worked relentlessly to ensure the content of our remote learning matches the lessons and curriculum children would have received typically in school.

### **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

A pupil's first day 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. We are using Google Classroom for our online learning. All children have been taught how to access this and have had all the necessary information sent to them in order to begin work.

### **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. For example, in Science, Art and DT teachers in liaison with Subject leaders may decide to teach topics that do not require practical input or may require technical resources.
- The key learning for our lessons are made clear and are specific to every session as we would expect in our regular daily lessons. Tasks are wherever possible differentiated and tailored to our children. Teachers and TAs support and challenge children in small groups before and after the lessons introduce and consolidate learning.
- The daily routines during remote learning have been altered to ensure children maintain a healthy lifestyle and to minimise screen times. The afternoon of Wednesdays are dedicated to Wellbeing with activities focusing

on children's mental health. Friday afternoon is 'Feel good Friday' which is an afternoon when children do not require screen time.

## **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:

Early Years provision	The hours will vary depending on daily sessions
Key Stage 1	3 hours
Key Stage 2	4 hours

## **Accessing remote education**

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

Pupils will access their remote learning via Google Classroom and Google Meet. Pupils in EYFS will, in addition, use Tapestry for some remote sessions.

### **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:

- Pupils requiring a laptop can ask via the School Office. We were issued just 12 laptops from the government but are lending out those we already had in School in addition to this
- Our lessons will not require worksheets to be printed but if there are materials you require please call the School Office where we will be happy to print any necessary work
- Work completed by children is submitted via Google Classroom in the assignments section

## **How will my child be taught remotely?**

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

Teachers will begin the day with registration and prayers. In the morning they will be delivering Mathematics, Literacy and Reading including Phonics through live lessons. In the afternoon children will receive a combination of live and recorded sessions depending on the subjects and the suitability of the topics.

We will, on occasions direct children to suitable websites and videos to support the learning e.g. Oak Academy.

Children will have plenty of opportunities throughout the week to interact with their teachers and their peers. They will also have plenty of opportunities to share their work with the class and to celebrate achievements.

## **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?**

We understand that parents, in many occasions may need to juggle different responsibilities with supporting the online learning. We ask that parents help their children as much as they can. This expectation, of course will vary depending the age of the child. We will always try to ensure that the activities and sessions require minimal adult input.

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

We will take a register for morning and afternoon sessions. Teachers and TAs will regularly monitor engagement with the learning and submission of tasks. Any concerns will be discussed with the parents to try and resolve them. If those concerns continue we will suggest alternatives, e.g. child attending school.

### **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. Our approach to feeding back on pupil work is mainly verbally during live lessons. On occasions teacher and/or TAs will meet individually or in small groups of interventions when they will have plenty of opportunities to feedback on children's learning.

Teachers will also use the class feed to send messages, this is only use when the messages are general to the class and not specific to some children.

## **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:

- Children with and EHCP are strongly encouraged to attend school and they will be included in our provision for critical workers and vulnerable children.
- Work will be differentiated and tasks will be set appropriately according to children's abilities and needs.
- Our SENCO will liaise with families from SEND children who do not attend school and work packs may be sent home to support them.

## **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?**

We will ensure that individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day across all subjects. We will endeavour to provide Mathematics, Literacy and Reading including Phonics through live sessions synchronised with the learning in class. When this is not appropriate the teacher will set tasks that will be in line with the learning sequenced to children in school. Activities will suit each pupil's ability level as much as they would if they were in the classroom.