



# St Margaret Mary's RC Primary School

## Remote Learning Information

### 2020-2021

#### Our Mission Statement

**We try to follow Jesus in everything we do.**

We help everybody in our school family and we try to let our light shine as the light of Jesus shines.

Everyone at St. Margaret Mary's is special. We feel happy and safe.  
We are encouraged to value ourselves and each other in an atmosphere of  
trust, good humour, acceptance and enjoyment.

Saint Margaret Mary's school is where we come to learn through exciting and fun lessons. We try to  
always be welcoming and caring to all. We want to do our best, even if we find it difficult.



Dear Parents & Carers,

During a period of national lockdown, if your child's bubble is closed or your child needs to self-isolate due to a close contact, school will provide 'remote learning' through our digital platform Seesaw.

### **What is remote education?**

Ofsted use the following definitions:

- **Remote education:** learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- **Digital remote education:** often known as online learning, this is remote learning delivered through digital technologies such as laptops, iPad and smartphones.
- **Blended learning:** a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happen in class.
- **Synchronous education:** this is live; asynchronous education is when the material is prepared by the teacher and accessed by the pupil when it is convenient to them,

At St. Margaret Mary's, we have an asynchronous approach to remote education = work is prepared by the teacher and the pupil can do the work when it best suits your family.

### **What do the Department for Education (DFE) expect school to do?**

The Department for Education expects schools to provide immediate remote education to pupils who are working at home due to self-isolation or bubble closure.

St. Margaret Mary's will do this by:

- Uploading work to SeeSaw, our digital platform
- Providing pupils with paper copies, if necessary
- Using other learning platforms – Times Table Rock Stars, Numberbots, Spag.com, Oxford Owl, PhonicsPlay, SpellingShed, ReadTheory, Oxford e-books, Purple Mash

## **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 usual 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?**

When having to work from home, in the event of a class or local/national lockdown access to remote learning will be in place by lunchtime on the first day of isolation.

Communication for this will take place immediately that day via the school on-line learning platform Seesaw.

- All work will be uploaded via the school on-line learning platform Seesaw.
- The class teacher will set work that mirrors the classwork being completed that day by the class/children in school.
- Class teachers will provide explanations for the work that will include:
  - ✓ a copy of the timetable of activities for the day
  - ✓ learning resources
  - ✓ Audio-clips, video-clips, notebook resources and activities.

Paper copies, workbook and stationery will accompany this for pupils who need it and request it. Requests are made via the school office.

## **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?**

Class teachers and leaders will provide the same curriculum remotely as we do in school, wherever possible and appropriate. This is to ensure that all children are working together, through the curriculum.

We do recognise that there are contexts when this will be adapted to certain subjects that may require reinforcement and benefit from in-school contact with teaching staff. [E.g. aspects of Mathematics, Science etc...]

To reinforce prior knowledge and learning work set on Seesaw could be previous learning, as well as appropriate lessons linked to the rest of the class/cohort

In a lockdown that requires an extended period of remote learning, work is planned to ensure that all children move through the curriculum together, in school or remotely. New, age-appropriate content will be taught, with teachers carefully choosing this and sequencing of learning.

## How long should the work set by the school 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:

|                                    |   |
|------------------------------------|---|
| EYFS<br>(Nursery & Reception)      | 1.5 hours teaching time<br>(including time spent using the work packs)                                |
| Key Stage 1<br>(Years 1 & 2)       | 3 hours teaching time<br>(including time spent on online learning platforms and using the work packs) |
| Key Stage 2<br>(Years 3, 4, 5 & 6) | 4 hours teaching time<br>(including time spent on online learning platforms and using the work packs) |

## Accessing remote education

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

The children will access their learning via the Seesaw online learning platform.

Through this, a timetable for each day will be set out accompanied by an audio message from the class teacher/teaching staff.

A range of learning and activities will take place across the week. Resources to support this learning will include:

- ✓ video recorded examples from the teacher and explanations,
- ✓ video links and audio clips
- ✓ access to other digital resources [White Rose, Oak Academy, BBC etc...]

Paper resources are available for all pupils when requested by a parent

## **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:

- Using prior information, welfare calls and a recent home learning survey school are in a position of having up-to-date knowledge of IT provision for families at home.
- Informed by the learning survey and welfare calls, school has issued laptops, chrome-books and I-pads to children who require them
- This has included mobile Wi-Fi- to support home learning as well.

All items accepted include a loan agreement and support with on-line e-safety.

In addition to this, workbooks, paper copies, exercise books and stationary are provided upon request for all children.

Packs of resources specified to key stages have been prepared to support learning:

- EYFS: playdough, fine-motor resources, counters, whiteboard & pen
- KS1: Whiteboard & pen, phonics mat, maths counters, apparatus.

In addition to weekly welfare calls, parents are encouraged to contact the school office to request further support with their child's remote learning.

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

At St Margaret Mary's we use a combination of the following approaches to teach pupils remotely:

- Every daily will have a welcome message, outline of the timetable and positive, well-being message for the children.
- Class teachers record daily audio and video clips for individual lessons across the curriculum to support learning
- Phonic/spelling sessions
- Maths practical demonstrations
- Oak National Academy lesson resources
- White Rose video resources

Class teachers will use a range of other resources to support home learning including:

- Tapestry,
- Purple Mash;
- Times Table Rock Stars,
- Numberbots,
- Spag.com,
- Oxford Owl,
- PhonicsPlay,
- SpellingShed,

- ReadTheory,
- Topmarks
- Phonics Bloom
- Letters and Sounds at home

Reading books provided to support learning, alongside a range of e-book library resources identified for each year group and shared with children. Guided reading sessions planned weekly, including zoom/1:1-intervention sessions.

## **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?**

- Children will complete their learning as set out by the class teacher following the clear expectations.
- Like in school, expectations are high and teachers expect children to complete work to the best of their ability.
- Teaching staff will monitor this daily giving regular feedback for children and parents.

Parents/carers can support this by:

- Making school aware of any needs that they have with remote learning immediately so that support is given.
- Support school in setting routines and supervision where possible for children to complete their learning appropriately.
- Support school in ensuring that their child engages daily in their learning.

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

Throughout the day, all staff including Class teachers, Teaching Assistants and SLT check pupils' engagement. Class teachers and teaching assistants provide feedback to pupils' learning throughout the day.

When a concern with engagement rises, the first step will be a welfare phone call from the class teacher to check that all is ok with the child/family, technology access etc. If issue is not resolved, a member of SLT will follow this up to ensure the correct support is provided and children are accessing and completing their learning.

Parents are also able to supervise and see when their child's work has been marked and approved.

### **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:

Feedback is an integral part of our digital platform, Seesaw. When work is complete and uploaded, the class teacher and/or teaching assistant will review the work. At this point, feedback will be provided to:

- ✓ praise efforts
- ✓ recognise skills, understanding and achievements.
- ✓ To improve learning and inform next steps
- ✓ On occasions it may be necessary for work to be repeated (sent back) if not to the expected standard or to address key misconceptions.

Throughout the day, teaching staff will assess the work completed, providing feedback, next steps and using this to inform planning. We aim for each piece of work to be reviewed, marked and approved swiftly or at least by the next lesson.

This allows interaction and communication between teaching staff, pupils and parents so that learning, monitoring and support is regular throughout each day. This will be alongside welfare calls from the Office, SLT or and class teacher.

## **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:

- In the case of a national lockdown, all children with special educational needs and disabilities, are prioritised and encouraged to attend school as much as possible.
- If children do not attend or closed for a bubble closure, a personalised curriculum will be provided for them, this will be a mixture of digital platforms and resources provided.
  - This may include Oak Academy SEND lessons, White Rose Maths, Letters and Sounds for Home and School or videos/recordings from

the classteacher. Resources such as sound mats, speech and language resources, sensory resources etc. will be provided.

- These resources may help the children working with SEN support to access whole class learning.

The SENCo and class teacher work together with parents to ensure all the needs of the child are met.

## **We will work with families to support and deliver remote education for our younger pupils.**

All activities will be age appropriate, time appropriate and adjusted to fit with remote learning

Where possible, activities will be interactive and accessible for independence

Resource packs provided for children and used to support the children in activities set out on the digital platform or work sent home.

This includes using videos from:

- Oak Academy,
- BBC bitesize,
- Letters and Sounds for Home and School
- Videos/recordings from the class teacher
- Letters and Sounds at home
- Cbeebies-iPlayer
- Go-noodle
- Cosmic Kids yoga
- Youtube – phonics and rhymes and physical development activities

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

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

If contacted by a parent and a child/children needs to self-isolate learning will be uploaded to our digital platform by dinnertime that day. This allows teaching staff to upload the current learning making any adjustments if needed e.g. changing a practical lesson.

Then work would be uploaded each day and feedback given. This work will be in line with what the children are covering in school with appropriate adaptations if required.