



Our Lady's Catholic Primary School:

Remote Learning

Following in the footsteps of Jesus, we learn, we grow, we love

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 our remote education.

Our Lady's strategy complies with, and is well informed by, the expectations, principles and recommendations outlined by the DfE, 'Restricting attendance during the national lockdown: Schools Guidance for all schools in England January 2021. (pg 52-57), research, Ofsted recommendations as well as teachers' experience and expertise, children's and parental feedback.

What is taught to pupils at home?

Where possible we will teach the same curriculum remotely as we do in school. See below under 'remote learning content'.

This will enable us to offer remote learning which:

- Links to our school curriculum
- Is broad and balanced
- Makes use of high quality online and offline resources including
 - A range of online resources such as Oak National Academy lessons, BBC bitesize and White Rose resources which are consistent with the curriculum being taught in school
 - Textbooks, workbooks and texts
- Enables interaction with, and assessment and feedback from teachers in school
- Meets the needs of children with SEND

Remote Learning Content

- Will follow the agreed learning content, long term plans are available on the website for each year group.
- New tasks will be uploaded daily/weekly depending on the subject
- Will be a mixture of lessons, tasks, videos (pre recorded) from the class teacher and/or another provider eg White Rose maths and will also include Live lessons. Timings for these will be shared prior to the lesson

How long can I expect my child to work each day?

See below in guidance from the government.

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

Remote learning will be provided using Evidence Me in Reception and Seesaw in Years 1 – 6. The school will be able to loan, where there is availability, laptops and ipads. If no digital devices are available, or where a family requires this due to connectivity issues, then the school will provide worksheets and books for whoever needs them.

READING;

As reading is of such high importance we will be using Reading Planet to ensure that our children have good quality texts to read that are matched to their developing abilities, exactly as they would be in school. Teachers allocate books based on their knowledge of your child and these are exchanged regularly – as they would be in school.

Expectations of Teachers / TA.

When teaching pupils remotely, class teachers will:

- set learning which mirrors what was going to be taught in school at this time, so that it is well-sequenced, builds knowledge and skills incrementally and provides coverage equivalent to that in school
- Provide daily learning activities which are meaningful and ambitious across all subjects
- Each week/day's learning will consist of core subjects – Maths, Reading, Writing, Spelling/phonics/grammar/punctuation and RE. Then lessons focussed on Science, History, Geography, Art, PE, Music, Collective Worship (Prayer and Liturgy) and may possibly use peripatetic teachers for eg singing and PE, similar to those used in the 'normal' school week. Staff will not rely on long-term projects / internet research-based activities
- Provide frequent, clear explanation and guidance of new content, delivered by a teacher in school or through high quality curriculum resources and/or videos and also live lessons
- Provide regular 'catching us' live sessions for children to meet up with, and see, their peers and class teachers. This is helpful for children's mental health and well-being.
- Monitor how well children are progressing
- Adjust pace or level of challenge in response to assessments and monitoring
- Provide opportunities for daily contact with teachers either via email and the class platform of SeeSaw and Evidence Me. Teacher's will be online and proactively engaging in dialogue with the children and the online teaching sessions will vary in range of times as well as structure. This will depend on the content, needs of the learners and the type of lesson being delivered. The teacher will determine the best session for the children's needs.
- Teachers will be available to communicate with parents during the school day, dependant on whether they are delivering in the school classroom or delivering remote learning. On the days when they are in the classroom there may be a delay in replies and communications.
- In the event of teachers becoming ill, we will endeavour to continue to deliver a programme of remote learning with resources being identified by the other phase teachers. This may rely on the Oak Academy and BBC Bitesize.
- Monitor how pupils are engaging and the frequency.
- TAs will be used to support pupils and provide feedback where and when needed.
- Teachers will NOT respond to emails and communications from parents after 6pm due to their own family commitments/young children/caring for elderly family members/home schooling themselves. They will however respond the next working day.

Families must:

- Encourage and support your child with complete the remote learning tasks.
- Where necessary contact the class teacher with any queries for guidance and support.
- Communicate as soon as possible if there are any barriers to accessing the learning, ie lack of device or difficulty or ease of the learning.

- From a safeguarding perspective, parents need to show they are in the same room occasionally, just so that we know that they are not alone.
- and students
- Communicate regularly with their class teacher
- Engage regularly with their learning.
- Attend all live lessons, collective worship and catchup sessions.
- Complete their remote learning to the best of their ability and return it to their class teacher.
- Ask for help and support if they need it.
- Make sure they have breaks and don't have too much screen time!!

Safeguarding:

- The Safeguarding Team will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) and a member of staff will arrange for regular contact to be made with vulnerable pupils, during the period of remote learning.
- Phone calls made to vulnerable pupils will be made using school phones where possible.
- All contact with vulnerable pupils will be logged.
- All members of staff will report any safeguarding concerns to the DSL immediately.
- Pupils and their parents will be encouraged to contact their class teacher if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying.

Absence of children:

- If your child is unwell during a period of remote learning, this should be reported every day to the school office, following normal procedures, by telephone or email.
- If you or your child is self isolating please also notify the school.
- This information will be passed to relevant staff so that it can be noted that your child will not be completing their remote learning for that day and will be absent from video communication if planned.
- Absence will be monitored, and where concerns are raised, this will be followed up.

Expectations:

- All staff and pupils using video communication must:
 - Communicate in groups – one-to-one sessions are not permitted unless in exceptional circumstances
 - Wear suitable clothing – this includes others in their household.
 - Be seated in a suitable location for learning – bedrooms are not an appropriate location for these sessions
 - Use appropriate language and images – such as appropriate avatars, this includes others in their household. Appropriate language expectations are the same as would be expected in the classroom.
 - Use the necessary equipment and computer programs as intended e.g. the text chat facility must only be used in relation to learning, to ask questions / make statements
 - Not record, store, or distribute video material or any digital content without permission.
 - Always remain aware that they are visible.
 - An adult should be supervising but not engaging within the session
 - Children should be free from distraction so that they can focus on the session and activity in the background should be kept to a minimum
 - Children will be expected to behave, engage and focus to the same level as would be expected in a face-to-face classroom lesson
 - Children should mute their microphone unless they are speaking
 - Children should still put their hand up to speak, as they ordinarily would in the classroom. Children must leave the session when it is ended

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. Please contact us as soon as possible and we can support with either physical copies / packs of learning or the use of a device. We can also signpost you to the governments help page on free wifi and routers.

<https://get-help-with-tech.education.gov.uk/internet-access>

Conclusion

As remote learning on a national scale is fairly new, there is little definitive evidence that one method is better than another. Ofsted's chief research adviser Professor Muijs said that 'Live lessons are NOT always the best and are not necessarily the 'gold standard', engagement and knowing whether the children have learned the content matters'.

A report from the Education Endowment Foundation points out that the method of delivery is much less important than the quality of that delivery. As a result, when planning, teachers will carefully consider which approach is best for a particular lesson, sometimes pre-recorded, sometime 'live'. Teachers are the experts and are best placed to know how the pupils needs can be most effectively met so that they can access the task in the best way possible. Our teachers at Our Lady's are constantly reviewing and improving what they do and thanks to feedback from families, children and from inhouse coaching, they continue to improve and add to our provision. Teachers are willing to try different things and need to be given the space, time and respect to find the way that works best for all our children.

Whole class / school remote learning BRIEF OUTLINE

Outcome	How will we do this?	Teacher facilitator
- All children are learning remotely, engaging with tasks set online, continuing to follow the curriculum overviews set out for class-based learning - Some children are accessing this whilst in the school building.	- Wider curriculum learning will be set out for 5 days at a time, equivalent in time to afternoon learning, linked to the relevant knowledge organiser which will also be shared - Reading/writing, maths and either phonics/spellings learning will be set daily, differentiated and adapted based on monitoring and assessment of learning shared with the class teachers - Independent learning will make use of a range of resources including those provided by the class teacher, and other online resources: - White Rose (Maths) - Oak National Academy (all curriculum areas) - BBC Bitesize (all curriculum areas) - Some external music provision (if in place prior to lockdown) - The Way, The Truth, The Life (RE)	- Based on work returned from day 1 and 2 of remote learning teachers will group children based on next steps and feedback to be given. On day 3 of remote learning teachers will meet via video call with groups of children to: - Model/demonstrate new or key concepts in Reading, Writing and Maths based on assessments - Answer any questions and address any issues / misconceptions - Set up the next steps of learning for the remainder of the week - Teachers will also be available to support learning via email / messaging within normal working hours each day
Hours of learning	Ks1 is 3hours a day Ks2 is 4 hours a day	
Accessing the remote learning	If you have no device or limited access to a device families to let school know as soon as possible so alternative arrangements can be made.	