The Rosary Catholic Primary School

Aspire, Believe, Achieve: Together in Christ

Remote education: 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 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?

In the first instance, pupils may be provided with text books and work books. However, the school will always endeavour to ensure that quality remote learning provision is in place as swiftly as possible to ensure pupils' remote access to our high quality curriculum.

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.

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:

EYFS	***Up to 3 HOURS PER DAY***
Key Stage 1	***3 HOURS PER DAY***
Key Stage 2	***4 HOURS PER DAY***

Accessing remote education

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

The school will provide remote learning via learning platforms i.e.

- *Google Classroom*
- *SeeSaw*

Relevant teaching and learning websites are also provided on the homepage of the school's website. Simple click on your child's year group and the relevant information regarding daily tasks and relevant learning websites will be found.

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:

- *During the autumn term 2020, parents and carers were asked to complete a survey regarding the number of devices they have at home and their accessibility to WIFI connection. From this information, we have identified families who are in need of a device or connectivity to the internet and these families have been contacted and provided with devices. If you are struggling with access to a device or the internet, please contact the school:* ***rgeraghty@rosary.hounslow.sch.uk***
- *The school has purchased laptops for those pupils who access* ***Pupil Premium Grant*** *funding.*
- *Regular information and advice on the use of devices and internet connectivity - and how you can access these - will be issued regularly in our newsletters.*
- *If you are unable to access our remote learning provision via the internet, please contact the school directly:* rgeraghty@rosary.hounslow.sch.uk*. and we will arrange printed copies of the week's work tasks for you and a mutually convenient manner of collection.*
- *If your child has completed their work on print outs, please telephone the school to alert the class teacher(s) of the time at which you will be bring the work to school to be submitted for marking. Once submitted, if there are any issues with your child's work, the class teacher will telephone you to feed back their comments.*
- *All our families and pupils will be telephoned regularly by class teachers to monitor how they are managing at home regarding their academic studies and their mental wellbeing.*

How will my child be taught remotely?

We use a variety of remote teaching approaches:

- *phonics teaching through established, high quality learning websites. This is part of Early Years Foundation Stage and Key Stage 1 provision*
- *recorded teaching (e.g. Oak National Academy, White Rose, BBC Bitesize). We also expect pupils to access My Maths and Abacus regularly.* ***We expect pupils to access Times Table Rock Stars and Bug Club Online Reading on a daily basis.***
- *printed paper work packs may be issued with prior arrangement between school and home i.e. workbooks, task sheets etc.*
- *textbooks and reading books pupils have at home may also be used if directed by the teacher*
- *commercially available websites that support the teaching of specific subjects (such as science)*

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? (see next page). Please see below.

We expect that your child will access the work set by the school every day.

- *EYFS: up to 3 hours daily*
- *KS1: 3 hours daily*
- *KS2: 4 hours daily*

Daily and weekly timetables can be found on the school's website homepage for each year group if you are unsure.

Encouraging Your Child's Motivation

Motivation is key.

- *Look at the timetable at the beginning of each day with your child. Talk to them about which tasks they are most excited about and those which they feel they might struggle with. Agree with them the ways in which they might tackle the subjects they find more difficult.*
- *Explain that they will have breaks from their work, just as they do in school. Agree with your child when these breaks will be. The timings set by the teachers will help you with this.*
- *Be firm in your expectations. "By lunchtime, you will have finished _____and _____and then we can enjoy lunch together."*
- *Make sure that you have a routine. School days are based on routine i.e. lunchtime should be at the same time every day.*
- *Make sure that your child can see a clock so that – if they are able to - they can time themselves for each activity. You might like to use a timer for younger children.*
- *You can use reward systems as we do in school. An accumulation of points or a sticker-chart are both useful.*
- *Make sure that the school day ends when a normal school day would end. This will give your child free time in the evenings.*
- *Try to make your child independent. Most of you will be working from home and so independence is important. Tell your child that when they have finished an activity, they can feed back to you - in under a minute – about how they feel they got on. You can then motivate them for their next task. This provides small breaks in the day.*
- *If your child is really struggling with a concept, don't allow them to become discouraged. Please alert the class teacher through the learning platform; we will be only too happy to help.*

As a school, we expect that your child will read <u>every day.</u>

We expect that our youngest children will both read to an adult and have a story read to them.

For older children, reading should be between 40 minutes to an hour or more if they so choose! Reading should be seen as a fun leisure activity that happens outside school hours too!

As a school, we expect that your child will <u>learn their times tables every day</u>. Please make sure that they access Times Tables Rock Stars daily. This is a great way for them to compete and ensure that they are confident.

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

- *We check your children's engagement with remote learning regularly and we provide feedback to ensure their progress.*
- *If we have any concerns regarding your child's engagement, we will contact you to discuss how the issue can be addressed.*

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:

If your child is accessing remote learning through a device i.e. a laptop, we will feed back through the relevant learning platform e.g. Google Classroom.

If your child has completed their work on print outs, please telephone the school to alert the class teacher(s) of the time at which you will be bring the work to school to be submitted for marking. Once submitted, if there are any issues with your child's work, the class teacher will telephone you to feed back their comments.

If we feel that there is a problem or concern with any form of your child's remote learning, we will contact you directly.

If we feel that your child is not meeting the expectations for daily engagement with remote learning, we will contact you directly.

Feedback can take many forms and may not always mean extensive written comments for individual children. We use a variety of feedback methods: these may include whole class feedback, individual feedback or feedback to quizzes that have been set.

Our primary aim is that our feedback is swift and occurs daily. However, in some circumstances, the regularity of feedback may be different e.g. alternate days or twice weekly.

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 SEND
We ensure that our children with SEND are telephoned regularly by our SENCO (the teacher with a leadership responsibility for children with SEND) to ensure that remote learning is manageable and that it is helping the child to progress. Our SENCO works closely with class teachers to make sure that the tasks they are providing are accessible.

Early Years Foundation Stage
We ensure that remote learning for our youngest pupils (i.e. those in the Early Years Foundation Stage) covers the key Areas of Learning: Communication and Language; physical development; personal, social and emotional development; literacy; mathematics; understanding the world; and expressive arts and design.
Our activities include daily phonics, daily reading, a daily maths lesson, storytelling and the wider areas of the Early Years curriculum. We know that a variety of physical, practical challenges and tasks will ensure your child's progress through the Early Years curriculum.

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 your child is self isolating but the school is open as usual to other pupils, we will continue to provide a broad and ambitious quality curriculum with set daily tasks (with timings), expectations of completion, and feedback from the class teacher once these tasks have been completed. For remote learning where a device/learning platform has been used, feedback from the class teacher will happen via this learning platform. Where remote learning has occurred through printed work packs, arrangements will be made between the school and home to arrange a time for the work to be dropped off at school to facilitate marking and feedback.