



## **St Margaret Mary's Catholic Junior School**

### **Sharing information about our Remote Education**

This document is designed to help school leaders share relevant information with pupils and parents or carers about how we will provide remote education. The information is intended to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19). The Senior Leadership Team will monitor the quality and provision of our remote curriculum. The Assistant Headteacher, Mrs Ambrose, is the named senior leader with overarching responsibility for the quality and delivery of remote education.

## **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. This is because as a school we need to use this time to 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?**

Pupils may be sent home with workbooks to complete independently and will be directed to our 'remote curriculum' which can be found under the curriculum tab of the school website. In the first instance, pupils will be asked to find their year group tab, and access the lesson links relevant to the term and specific dates.

Pupils will have logins for Google Classroom, where teachers will post links to lessons and supplementary resources.

Pupils will have logins for Bug Club (online reading books and quizzes) and their Times Tables Rockstars account.

## **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?**

- For English, Reading and Maths, we teach the same curriculum objectives remotely as we would do in school. Children will be expected to complete these lessons daily.
- We teach the same curriculum objectives remotely as we do in school wherever possible and appropriate. However, we have needed to make adaptations to some subjects and lessons.

Examples of adaptations to our curriculum:

- RE - lessons will be set twice a week (as directed by the Archdiocese) and linked directly to children's current stage of learning.
- Art - since it requires specific resources, this been adapted so that each year group has a remote education art unit of work (this is on the school website and posted in children's Google Classroom).
- PE – children will be directed to complete daily exercise and we will also post links to virtual PE lessons.
- Music – children will be directed to websites such as BBC Bitesize.
- We recognise that not all lessons will be able to be adapted to suit a remote curriculum and in instances such as these, we may direct pupils to specific web pages, use material from Oaks Learning or give them alternative tasks (posted on Google Classroom).

## **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 around 4 hours each day.

## **Accessing remote education**

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

In our school, pupils will access their remote education via Google Classroom. Teachers may also use Zoom to engage their pupils or provide additional instructions (alternatively, they will post pre-recorded explanations). Teachers may also communicate via email, telephone or through Class Dojo App.

### **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:

- We will provide (on loan) a Chromebook or an iPad to any pupils who do not have access to a suitable device which allows them to access Google Classroom. Parents or carers can ask their child's class teacher, or the Deputy Headteacher, if they require this.
- If they do not have online access, parents and carers can contact school to request printed materials.
- If they do not have online access, pupils can submit work to their teachers by bringing completed work into the school office.

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

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

- Teachers will provide timetables for pupils and parents which will indicate approximate timings of tasks and activities (via email and posted on Google Classroom).
- Work is set on Google Classroom with tasks and instructions provided daily.
- Teachers may use Zoom to host live teaching (online lessons) and further clarify instructions to independent learning tasks that have been set.
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) may be used to supplement online learning.
- Printed paper packs produced by teachers (e.g. workbooks, worksheets) will be used in circumstances where pupils cannot fully access the remote curriculum and when requested by parents.
- Pupils will use reading books and workbooks at home to supplement learning.
- Pupils will have access to other remote learning resources such as Bug Club, Times Tables Rock Stars, Oak National Academy and BBC Bitesize.

## **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 expect all pupils to engage daily with remote learning. They should be ready to start their day at 9:00am and work for approximately 4 hours, taking regular screen breaks.
- We encourage parents to help establish a clear routine to support pupils' home learning.
- During live Zoom sessions, pupils must be in an appropriate learning space and behaviour expectations are as they would be in the classroom (parents must read and agree to our video teaching policy, otherwise pupils will not be admitted to the session).
- Pupils must not use school learning platforms to discuss personal matters or engage in casual discussion with peers. They will be expected to use appropriate, classroom language when sending emails or when posting on the class stream.
- Pupils must complete all tasks set for each day, and 'hand in' completed work by the end of the school day. They should engage in communication by responding to their teachers' feedback.

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

- Teachers will check pupils' engagement with remote education daily, by accessing Google Classroom
- Where engagement is a concern, in the first instance, parents will be contacted via email or telephone by class teachers and teaching assistants.
- If a child is not engaging with remote learning, and an attempt to contact parents has not resolved the situation, the class teacher will pass the relevant information (via email, call or in person) to SLT who will pursue the matter.

## **How will you assess my child's work and progress?**

Feedback will take many forms and may not always mean extensive written comments for individual children. Our approach to feeding back on pupil work is as follows:

- Pupils will receive feedback daily from either their teacher or teaching assistant.
- Whole-class feedback may be posted on Google Classroom class stream (by class teachers, teaching assistants or by a member of the SLT).
- Individual written feedback on work that has been 'handed in' on Google Classroom may be provided by the teacher or teaching assistant.
- Verbal feedback will be provided during live Zoom interactions.
- Other forms of communication such as telephone calls, emails or Class Dojo may also be used to communicate and provide individual feedback for pupils.
- Answer booklets may be provided (particularly for maths activities or short answer tasks) so that some tasks can be marked at home by children before being submitted to teachers.
- Quizzes may be marked automatically via digital platforms.

## **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:

- There will be regular communication between parents and teachers/TAs.
- For pupils with SEND, their teachers are best-placed to know how pupil's needs can be most effectively met to ensure they continue to make progress. Class teachers will use their best endeavours to ensure the children's needs are met.
- When necessary, teachers and teaching assistants will make follow up phone calls to parents and provide further instructions, clarity on tasks and additional support with remote learning.
- Work set will be differentiated when appropriate so that all learners are catered for (this may include step by step instructions, teacher examples or pre-recorded videos).
- Pupils with PPPs will have tasks set linked to their personal targets.
- Upon request, pupils will be provided with additional resources.

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

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education will be provided but will 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?**

Pupils will be directed to our school website, where under the curriculum tab for individual year groups, they will find their remote curriculum offer, Here, they will be able to access daily lessons, largely using Oak National Academy lessons that have been closely aligned to our school curriculum. This will ensure that individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects. Pupils will be encouraged to continue to access their Bug Club, Times Tables Rock Stars and Google Classroom, so that they can complete any additional activities and can maintain communication with their teacher and teaching assistant.