



Believe, Trust and Be Ready

“That they may have life, and to the full”

John 10:10

St. Vincent's Catholic Primary School

Manor Park South, Knutsford



Remote Education Provision: Information for Parents

January 2021



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 bubbles) to remain at home.

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?

Following the closure of a bubble (class), please allow the class teacher one working day to prepare to move their learning online. Where possible, the children will have immediate access to their C.G.P. workbooks, class pages on Teams and Tapestry (Reception and Year 1).

Teachers will schedule a Team meeting with the children for the following day (after isolation). In this meeting the teacher will discuss the remote learning arrangements and expectations. Teachers will also share a timetable of learning, including when any Team meetings between the children and teacher will take place. These may sometimes be whole class sessions and sometimes may be group sessions.

In the case of the class teacher needing to isolate, lessons will be delivered over Teams and the class will be supervised by the TA.

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. However, we have needed to make some adaptations in some subjects due to remote education. For example practical subjects such as:

- PE , D/T, Art and some Science – Investigations

In Early Years, we design tasks to make the best possible use of resources in the children's home environment and therefore, there are more adjustments to subjects than in other parts of the school.

In order to support pupils and parents as much as possible during this time, the school has created suggested timetables to follow. If the timetables are for isolating individuals, they will align with class timetables.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

Where possible, it is beneficial for young people to maintain a regular and familiar routine. St. Vincents would recommend that each 'school day' maintains structure. To help parents with this, the school has written timetables.

We would encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work alongside the suggested timetable. This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with their learning and encouraging them to work with good levels of concentration.

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Reception	Minimum 3 hours a day
Key Stage 1	Minimum 3 hours a day
Key Stage 2	Minimum 4 hours a day
"Remote Education is a broad term encompassing any learning that happens outside the classroom, with the teacher not present in the same location as the pupils." DfE 11th January 2021	

Accessing remote education

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

All of St. Vincent's is using Teams as our remote platform for communicating and for providing live lessons with children. Parents of children in Reception and Year 1 are using Tapestry to record observations and home learning. All year groups are posting planning and activity sheets via Teams.

Children also have access to:

- Spelling Shed
- Time Table Rockstars
- Bug Club (Reception –Year 4)
- My Maths
- Tapestry (Reception and Year 1 only)

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 and these decisions will be made on a case by case basis:

Following surveying processes, devices including those being provided by the DfE and school devices (such as laptops and iPads) are available to be lent to families on a case by case basis. Parents can email admin@stvincents.cheshire.sch.uk and request digital support. Miss Groarke/ Mrs Watson will communicate individually with families about the deployment of devices.

Printed resources and resource packs are available for collection from the school office as required. In extenuating circumstances, these will be delivered to and collected from a child's home. This will be done on a case by case basis. Parents email/ phone in and printed copy of resources can be picked up from the office at 9am on Monday morning for that week.

Where families are struggling with internet connectivity, families can contact the school office. School has a number of Vodaphone SIM cards offering 30GB of data for 90 days. St. Vincent's has timetabled remote online sessions deliberately at different times of the day, ensuring families with multiple pupils can access these sessions should they only have a single device.

How will my child be taught remotely?

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

Every child has been allocated an email and login to Microsoft Teams. They can access their class teacher on this platform, or parents can email the teacher via their school email address.

- live teaching (online lessons) via Teams. Year 1 – 6 will have four live check in a week. Year 3, 4,5 and 6 will have an additional 2 live sessions a week.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers.
- textbooks (e.g. C.G.P and Pearson workbooks.)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- all children have been given a Home Learning exercise book to complete work in.

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?

Expectation is for all pupils' to engage with remote education via Teams.

All children should attend live sessions or email class teacher with reason not online.

Expectation of parental support, for example, setting routines to support your child's education and notifying school if they have a problem.

We would encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work alongside their child. This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with their learning and encouraging them to work with good levels of concentration.

Pupil's engagement with remote learning will be checked regularly. Contact will be made through email or by phone if the child is deemed not to be engaging with remote learning after a few days. This is a supportive measure for families to ensure no child falls behind and to ensure school is doing everything possible to support our families.

We ask parents to keep communication open with school and to ask for guidance and support wherever needed.

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

Class teachers will register children in live sessions – any child not on session will be contacted by class teacher and asked why they didn't attend.

Parents and carers will be contacted if children are not engaging in remote learning.

Reasons for disengagement will be explored with individual families and the school will make every reasonable endeavour to support with learning opportunities.

If necessary, contact will be made with specialist teachers supporting for example: children learning English as an additional language, children with SEND, our disadvantaged pupils or any other pupils considered vulnerable.

Where needed the Head teacher - Miss Groarke will contact parents and follow safeguarding procedures as per the policy if necessary.

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

Feedback can take many forms and may not always mean 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:

The methods used to assess and feedback include: Whole class/small group verbal feedback on live sessions, comments, annotations or highlights on work submitted, verbal feedback, self-assessment when appropriate, small group and 1:1 sessions, interventions and catch up.

Year 3-6 children will respond to live lessons via the chat function on Teams.

- As part of the regular contact with teachers, one or more of the feedback methods above will be used (if a pupil is self-isolating, feedback on work will be given at least 2-3 times a week).
- Feedback will be given by the class teacher at the very least twice a week per child. This will be done via teams application via assignments and quizzes being set by the class teacher or Tapestry or My Maths.

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:

Remote education for pupils with SEND

- Children with Education, Health and Care plans will be encouraged to be in school to support their learning. All pupils with an EHCP not attending school are called daily to encourage and support their differentiated learning.
- Live small group sessions for social and emotional interventions if applicable
- SEN support children will have differentiated work set to their needs by their class teachers, if applicable.
- Additional online teaching programmes have been purchased to support children at First concerns and SEN support. Children struggling with Literacy will be set work on IDL or Nessy. Maths intervention will be Dynamo Maths. Teachers and TA's will monitor these SEN programmes and give feedback to children.
- Parents/carers of children not taking part in online learning will be supported by TA's phoning and encouraging them.
- Videos on Tapestry will support children in Reception and Year 1

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?

Where possible, arrangements will be made for self-isolating pupils to access some teaching in the classroom remotely. Where this is not possible, work will be set on Teams or Tapestry.

If child is vulnerable in any way, the Designated Safeguarding Lead (DSL) Miss Groarke, will ensure that appropriate agencies are notified if necessary.

Miss Groarke will arrange for regular safe and well checks via phone calls to vulnerable children and record on CPOMS.

Where Teams is used staff will follow school's safe online learning protocol and parents are reminded to follow (above) the school's expectations.

If a child does not engage, the class teacher is to call the parents to discuss obstacles and support.

Every attempt is made to teach a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback. This will be regularly quality assured by leaders in school in partnership with class teachers.

➤ Additional information

Class Teacher Absence

In the event that a class teacher is unwell, every effort will be made to provide learning opportunities for the class, these will follow the same format as outlined in this document. The input sessions may be stand alone and not following the sequence of lessons that has been taught by the usual class teacher. This will be communicated to parents and pupils over the Teams platform or email.