

Runnymede St Edward's Catholic Primary School

Remote Learning Offer Information for Parents



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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, 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?

We are fully committed to ensuring that pupils will not miss out on their education, should they be in a situation where they have to stay at home in relation to COVID-19. On the first day of COVID related absence (isolation, bubble closure or lockdown) work will be set for them via Seesaw. This work will match that taught in class. All children have their credentials for Seesaw and work can be accessed daily from day one. Teachers may also use any further resources to set matching work – for instance CGP books or other online provisions (TTRockstars, SpellingShed, Oxford Owl, etc).

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?

Remote Learning is of a high quality and aligns as closely as possible with the in-school provision. The class teachers will set work across all areas of the curriculum.

This will include Religious Education, English, Maths, Spelling/Phonics, Reading and Foundation Subjects.

Remote teaching and study time each day

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

In-line with local and national government guidelines, we will provide between three and four hours' worth of work for pupils undertaking remote learning each school day.

There will be additional work available for all to complement the taught curriculum. This includes Reading (Oxford Owl & Epic), number fluency (TTRockstars & SumDog), computing (Purple Mash) and spellings (Spelling Shed).

We encourage parents to plan regular breaks and lunchtimes to support children throughout the day. Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during these times.

Pupils who are unwell are not expected to complete work until they are well enough to do so. The school will monitor any child that has not accessed the remote learning.

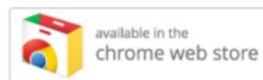
In order to reflect their school day as much as possible, a timetable will be available for all children on Seesaw and class pages on our website, to provide a framework for parents. All activities will be available from 9:00 am each day to support parents who may have a different work schedule to the regular school day.

Accessing remote education

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

At Runnymede St. Edward's Catholic Primary School, we use Seesaw as our primary method of online education. Other platforms are supplementary and compliment our teachings.

Seesaw is available at –



Equally, it is easily available at <https://web.seesaw.me/>

All children have personal login credentials and can join their teacher online to complete the same diet of education to those either isolating, or in school.

Parents can access further information on logging in and navigating Seesaw by following the help guides found at ... <https://help.seesaw.me/hc/en-us>

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 are, and have been, working alongside The Department for Education to source devices and routers. Once we receive our allocation, short term loans of hardware will be possible, though it will be a very limited number of devices. These devices are predominantly for pupils who have **no access at all**, rather than just having an extra device available at home. Likewise, any routers will be for children who have no access to an internet connection – whether cellular or broadband.

How will my child be taught remotely?

All pupils will have access to a high-quality education when remote working.

The school will use a range of teaching methods to cater for all different learning styles, this includes:

- The use of Seesaw as a digital online portfolio of work
- Pre-recorded video or audio lessons
- Educational websites and platforms –
 - Oak National Academy
 - Read Write Inc
 - White Rose Maths
 - TTRockstars
 - SpellingShed
 - Purple Mash
- Reading opportunities and activities through Oxford Owl
- Work booklets
- Activities developed to complete kinaesthetically at home – D.T. and P.E. for example.

Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND. All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.

In exceptional circumstances, the school may adapt its curriculum offering to enable pupils to cope with the workload – the senior leadership team / SENDco will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.

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 hope that all our pupils are duly motivated to engage with all online learning set for them. It is our desire that the tasks set for pupils are carried out on the date set, with due dates being clearly marked on all posts set for pupils. We are acutely aware, however, that this may not always be possible for everyone due to a wide variety of circumstances. For example, those parents working from home may have prior commitments and access the work at differing times and frequency. This is our aspirational goal for all of our learners.

Parents are expected to engage in online learning activities and use any supporting information from school to help aid the process. This includes any communication between school, help videos / links and the suggested timetables. Any issues, concerns, queries can be directed to the school office via telephone or email.

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

As a school we have a duty of care to all of our children, whether in school or at home. Therefore, engagement levels will be checked on a daily basis by class teachers. Class teachers will attempt to make contact with any children not engaging to ensure there are no barriers to learning. This may be through a phone call, email or message (our normal channels of communication).

Senior leaders will compile a weekly analysis document, highlighting any children who have not engaged in their learning and support calls will be made.

Logs of such communication will be kept on our school's monitoring system.

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

Assessment of pupils' work will take many forms. These include online quizzes, reading through submitted tasks and providing pupils with self-evaluation opportunities.

Teachers will assess and feedback all work submitted onto Seesaw once it has been received. Feedback will be personal and in-line with the school's policy.

When providing feedback, we will:

- ***Make sure it's timely*** - Providing feedback weeks later doesn't help our children learn.
- ***Keep it appropriate and reflective*** – Dependent upon age and ability, we will encourage students to reflect on their process and what they could do differently to improve.
- ***Provide support*** - Allow opportunities for students to ask questions through Seesaw.
- ***Choose appropriate mediums*** - Giving feedback should be done with your own voice in an audio or video format if at all possible. Written feedback will also be shared on individual posts to acknowledge submission and feedback where appropriate.

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 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.

- Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.
- All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.
- Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during these times.

- Teachers will monitor the progress of all pupils, including those with SEND and discuss additional support or provision with the SENCO as soon as possible.

In exceptional circumstances, the school may adapt its curriculum offering to enable pupils to cope with the workload – the senior leadership team / SENDco will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.

Timely remote support and answers to users' questions is always available by emailing or telephoning the school office. Any specific questions relating to SEND support can then be directed to our SENDco and the senior leadership team.

Remote learning will be mindful of age, abilities and learning styles, endeavouring to match the learning needs of all our children.

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?

Children self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, in-line with the education offering in school.

For those individual pupils self-isolating, remote learning will take the same format to the offering stated above. On the first day of the self-isolation period, pupils will begin to access learning via Seesaw, CGP books, other learning platforms – as explained above in **'How will my child be taught remotely?'**

Parents/carers will be made aware that feedback given by the teacher will be at the end of the school working day and new activities and tasks will be set the following morning. Feedback will be in line with the school's policy.