

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.

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?

During the current and any subsequent National Lockdown all pupils, whether in school or learning remotely from home, will access teaching and learning in the same way where possible, via live lessons and online tasks.

When schools reopen fully and all children return to school, the provision will change if some children have to remain at home because they have to self-isolate for a period of time. Work will be uploaded to Google Classroom and will reflect the work being completed in the classroom, but live lessons will not take place.

We are currently prioritising all aspects of English, maths, and RE and where appropriate, work in other subjects.

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 the first day on a Lockdown, the children will be directed to websites and learning platforms used in school whilst teachers prepare to learn and teach remotely, in line with their curriculum.

From Day 2, we aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects.

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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:

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| EYFS (Reception) | Children have 2 'live' sessions a day through Google Classroom. Early Years is very much about learning through play and exploration. Therefore, the work set will be incorporated into your daily activities and will include daily maths and phonics. |
| Key Stage 1 | At least 3 hours daily* - The daily curriculum for KS1 will include 2/3 live lessons (aspect of phonics, writing or maths). Throughout the day the children work through written tasks, practical, physical and well-being activities. |
| Key Stage 2 | Up to 4 hours daily* - The daily curriculum for KS2 will include at least 3 live lessons (aspect of English, maths, one other subject as well as daily shared reading). Throughout the day, the children work through written tasks, practical, physical and well-being activities. |

* We acknowledge that this amount of time is the DFE expectation but for some children this may not be appropriate, and we do not want parents to get anxious about the time element. We encourage you to discuss this with the class teacher (initially via Class Dojo) if you are concerned.

* The day's activities are outlined in a timetable that is shared with the children on Google Classroom each morning. This is also uploaded onto each class Dojo page so that the parents are informed. Copies of the timetables are sent to school for staff, who are supporting children who are learning in school. Where possible, this timetable mirrors lessons delivered to the children under normal circumstances. We have kept to the structure of the daily timetable with the timings of lessons and breaktimes as in school.

Accessing remote education

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

Google Classroom is the digital platform used by St. Winefride's.

Each child has been set up with their own individual login to access Google Classroom.

A timetable for the day will be uploaded on each class each morning. (A copy of this is shared with parents through the class Dojo (communication) system.

The teachers will post tasks and resource materials related to live lessons, as well as tasks for other subject areas and support sheets on the platform. Children are expected to upload their work very regularly. Teachers will access this and provide feedback to the child.

All year groups have live virtual meets with their class at least twice a day, dependent upon age.

Teachers will communicate with parents/carers through the class Dojo system.

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:

- All parents were invited to contact school if they did not have the appropriate technology to access remote learning. Children needing support in this have been identified and have received school laptops or iPads to loan throughout lockdown.
- There is no need to print materials. Each child was issued with a workbook in which they can complete their work. (Additional workbooks are available upon request.) In order to submit their work, they can take a photograph and upload this to Google Classroom.
- Google Classroom allows the children to download work and complete it electronically and submit it to the class teacher.
- Google Classroom was introduced during autumn term 2020 to set homework, in preparation for potential bubble closure/lockdowns. Staff and children have received training in how to use this platform.
- Parents/carers who initially had issues accessing Google Classroom were invited to contact school where admin staff and the school's IT technician could support them.
- If parents have any issues with online access or accessing Google Classroom, we invite them to contact their class teacher via Class Dojo or contact school either via telephone 0151 338 2468 or email at admin@stwinefrides.cheshire.sch.uk or office@stwinefrides.cheshire.sch.uk

How will my child be taught remotely?

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

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

- Live teaching (on-line) sessions. (Lessons in the morning start with morning prayers and lessons in the afternoon conclude with an 'end of day' prayer).
- Tasks and activities set by class teacher related to live lessons and other curriculum areas. They also respond to work and give the children marks and feedback. There are opportunities for children to edit and resubmit their work (act upon the 'next steps' given by their class teacher).
- If necessary, teachers meet individual pupils in Google Meet to provide support with work and support with submitting and uploading work.
- Once a week (Thursday morning) the whole school take part in a singing session to promote 'wellbeing' with AMASING.
- Friday afternoon – to promote wellbeing, the children have a 'Screen Free FUN' Friday afternoon activity that the whole school take part in (promotes family time also). Structured activities are set such as cooking/ baking/ art/ time appropriate and investigative activities.
- The younger children will 'meet' in Google Meet sessions for 'show and tell' story time, action song and stories. The older children meet to share their class story/ text.
- Weekly recorded assemblies (based upon the Catholic church's liturgical year) delivered by headteacher, together with follow-up activities provided the school's RE subject leader.
- All children were given workbooks where work could be completed if preferred rather than on-line.
- School has signed up to Oxford Reading Scheme ebooks
<https://www.oxfordowl.co.uk/>
- Use of available websites, such as Chester Zoo live events or White Rose Maths, to support the teaching of specific subjects or areas, including video clips or sequences.
- Activities related to the annual calendar and current news are set where appropriate. For example: Captain Sir Tom passing/ Chinese New Year.

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?

Pupil Engagement:

- It is expected that children do their very best to access all the lessons and complete the work set to the best of their ability.
- Pupils are expected to adhere to school guidelines and policies, e.g., IT and social media use (including reporting anything that worries them, or they know is not acceptable), handwriting and presentation.
- Pupils must engage with all teaching including live lessons and complete set tasks.
- Children are expected to upload evidence of the work they have completed on Google Classroom.
- We ask that children/ parents inform the class teacher if they are struggling or worried about work or anything else.

Parental Support:

- Parents are very much encouraged to ensure there is a set routine, similar to that of the school day, i.e., set start time, scheduled break & lunchtime, physical activity breaks, session times for lessons, go to bed at an appropriate time, restricting use of devices.
- Parents should ensure an appropriate learning environment is created in which the child can work, e.g., TV should be turned off, and, if possible, they should work at a table.
- It is recommended that parents should continue to hear their child read at home several times each week. Whilst we realise children may not have access to school reading books; they can read other appropriate fiction/non-fiction books they may have at home. School has bought into the Oxford Owl eBooks reading scheme.
- Parents should be contactable during the school day and return missed calls/reply to emails.
- Parents should inform the school if their child is ill and unable to access Remote Learning/ complete work. This can be done by contacting the class teacher on Class Dojo.
- Parents should contact the class teacher if they have any concerns regards their child's well-being.
- If a child is not engaging, then we contact the parents via Class Dojo with a gentle and polite Message, checking there are not any issues.

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

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:

- Children are given verbal feedback in the live lessons.
- Children are given written feedback – 1:1 on Google Classroom with opportunity to edit and improve and resubmit work.
- Staff communicate with parents about the children's learning. This is positive praise and also indicating where child needs to improve.
- Older children can have their worked 'returned' and are asked to work on their next steps and resubmit.
- Achievement/ well done Certificates have been posted home to children who are working hard remotely.
- Work is celebrated on Class Dojo by uploading WAGOLL work ('what a good one looks like') to share work of a high standard of the work we are receiving.

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:

- Teachers differentiate tasks to meet the needs of children of different abilities.
- 'Tailored tasks' will be devised where they complete elements of whole class tasks
- Additional resources will be posted on the school website or if tactile resources are required, the school will loan these to the children, if required.
- If necessary, school Senco will contact outside agencies such as the Autism Team, and request additional support for children with SEN
- Speech and language intervention may be available to some children who previously benefitted from this support in school
- The support of the school Learning Mentor to raise self-esteem, motivate etc
- If any of children with SEN are showing signs of mental health, they may be considered as 'vulnerable' and be offered a place in school.

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 teachers are working in school teaching the majority of pupils in the usual way, unfortunately they may be unable to teach through Google Classroom.

- Tasks will be set by the teacher on Google Classroom and any additional resources, information, scaffolding will be posted.
- The child should complete tasks and upload them on to Google Classroom, where appropriate they will then be 'marked' by the teacher and feedback will be made available to the pupil.