



## **Remote Education Provision at St Paul's**

### **The remote curriculum: what is taught to pupils at home during national lockdown and whole bubble closures**

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?**

Work packs will be sent home in advance or on the day if the children have attended school and there has been enough notice for this to happen. The children will be able to work through age appropriate materials covering a variety of curriculum areas. The packs will be available to pick up from school by appointment, at specific times communicated through the school messaging/email service.

### **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 following the long term plans for each phase. Some subjects have been adapted in terms of activities and content to support parents delivering home learning e.g. guided reading, spelling. Objectives for all year groups will continue to be taught in a progressive and sequential way. The remote learning curriculum mirrors the critical key worker provision 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 KS 1 children broadly 3 hours and KS 2 children broadly 4 hours a day. This include time accessing digital activities on a device but also work away from the computer which is recording on paper and others which require a discussion or physical activity.

## Accessing remote education

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

EYFS: Use a class email with a weekly learning grid attached. On this grid are interactive links to videos and activities. The majority of the work is play based and practical.

Years 1 – 6: Purple Mash is our main platform to deliver our remote education. Children complete daily tasks (2dos) using resources from Oak Academy, Purple Mash, Plan Bee, Twinkl, teacher own designed and White Rose. This can be accessed through PC's, laptops, chrome books, tablets and mobile phones. Xboxes, smart TVs , PlayStations and Nintendo Switches can also be used if they have internet connection but ideally would require a keyboard for ease of use.

### 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:

When deciding on the loaning of laptops us the follow criteria which uses the following steps:

1. Children with the support of a social worker
2. Children with an EHCP
3. Children in receipt of free school meals (FSM)
4. Children in receipt of pupil premium (PP)
5. Children who are not accessing online remote learning from our records and do not have a device to access at home.

Families will initially receive a phone call from school to assess their current capabilities to access remote learning. If the children meet the criteria and we have sufficient laptops available, they will be allocated a laptop on loan. Families will be required to sign an acceptable use and laptop loan agreement.

Parents can email school if they believe they fall into any of these criteria.

[admin@cdatstpaulsprimary.co.uk](mailto:admin@cdatstpaulsprimary.co.uk)

Laptops are returnable after any period of lockdown/ self-isolation i.e. when the child returns back to full time education.

If there are issues with regards to broadband/data school will request support through the DFE website to try to access additional data/routers on the families' behalf (Get Help with Remote Education – [www.gov.uk/guidance/get-help-with-remote-education](http://www.gov.uk/guidance/get-help-with-remote-education)))

## How will my child be taught remotely?

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

- Recorded live teaching: Daily English and Maths lessons use recorded teaching videos from Oak Academy and White Rose. KS 1 also use the DFE Letters and Sound videos to support the phonics curriculum.
- All children have access to printed paper packs produced by teachers specifically for their age group, covering the National Curriculum to provide additional support on key objectives covered through online learning.
- For Years 1-6 children receive daily 2dos through Purple Mash. These 2dos use videos, power points and worksheets for the children to engage with and then hand into their teachers to be marked. Maths, English and Phonics (Key Stage 1) are daily; other curriculum areas are weekly (Science/Geography/History, RE, PE, PSHE).
- Children and families are signposted to various websites to support their learning through the school website <https://www.st-paulsstalybridge.co.uk/page/learning-at-home/64372>
- Mental health and well-being support is provided through the remote curriculum but also through phone calls and emails The learning mentor provide grief recovery support for families affected by loss and our well-being lead is coordinating a workshop for parents and signposting to services.

## 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?

Our expectations:

EYFS: Children engage in the learning with their family and parents share photos through email of their child's achievements. Parents email class teacher if there is any feedback about the home learning activities. The work is printed out and added to the children's learning journals in school.

Years 1 – 6: Children complete their daily activities and then hand them in virtually to the class teachers. Each lesson set has an 'upload' button for the children to attach a photograph or document of their work. The teachers receive a notification of work handed in, which they respond to on that day or the following morning if handed in out of hours. If the work needs to be looked at again by the child, the teacher will give feedback advice and set a redo of the task. Routines need to be established at home for this to happen and depending on the age of your child they might need support to do this. Parents and children can email using the 2email system within Purple Mash to communicate feedback.

The following link will take you to the page on the website where you can download help guided to Purple Mash for support.

<https://www.st-paulsstalybridge.co.uk/page/learning-at-home/64372>

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

Teachers are monitoring work handed in daily and are keeping track of which children are accessing the remote learning being provided. Purple Mash enables staff to see who has read emails and when children were last logged in. Each piece of work is dated and a time given when it was handed in which can be tracked. All children's work is stored in the system within their own work folders as evidence of their achievements.

If there are concerns over engagement with remote learning a member of staff will contact the family by phone to offer their support. If contact is not made an email will be sent.

## **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:

EYFS: When they have sent work in, children receive feedback via email. The work is printed out and put in their learning journey at school. Class teacher is tracking progress digitally on Teaching your Monster to Read. Class teacher also responds to any feedback given by parents through feedback or the provision of additional resources to support a specific need.

Years 1 – 6: Work handed in is marked and feedback given everyday up to 3.30pm. Work handed in after this time will be marked the following day. Quizzes are electronically marked within Purple Mash and scores stored for tracking. Children can be set a redo if the teacher requires them to make changes to their original piece of work to improve it and then can hand it back in.

## **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 identified SEND are supported in the following ways:

Differentiated work packs specifically tailored to their needs and the curriculum they follow.

Continued follow up on referrals and working with professional including Educational Psychology, Pupil Support and Speech and Language (SALT)

Access to their own digital learning materials with their passwords: e.g. Dynamo Maths and Nessy.

Designated page on the website with links to resources and support.

Additional support from staff, including learning mentor and SENCo through emails and phone calls.

## **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?**

On the second day of isolation your child will be set remote learning through the Purple Mash platform (Years 1 to 6) and class email (EYFS). This will be broadly based on the same curriculum which the majority of children will be accessing in school.

Initially work will be set for 1 or 2 days depending on the circumstances of the self-isolation i.e. waiting for test results. If the child then needs to isolate for a longer period, work will be set to cover the rest of the isolation.

Engagement in the learning will be monitored by the class teacher and feedback given at least weekly.