

REMOTE EDUCATION PROVISION

Information for Parents

Our Lady of the Visitation Catholic Primary School



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?

Remote learning is set on clasdojo for EYFS and year 1 and Google Classroom for years 2 to 6. On the first day or two of isolation, if your child was in school the day before, s/he will be sent home with paper based activities for the first two days. This will be English, maths and at least one other subject and will include reading, spelling/phonics (where appropriate) and handwriting, (where appropriate). If your child is at home when they are asked to isolate s/he will be set mymaths, times tables rockstars, letterjoin and links to online programmes such as Oak Academy and BBC bitesize for English and maths.

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 wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, children in school continue to have music lessons led by a teacher and children at home are following Charanga or Yuma on the Ealing Music service portal. PE lessons are adapted to take into account space and equipment. Experiments in science are adapted to take into consideration materials pupils will have at home. The order of some topics have been changed to support remote learning.

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:

Key Stage 1	Year 1 – 3 hours
	Year 2 – 3 hours
Key Stage 2	Year 3 to 4 – 4 hours
	Year 5 to 6 – 4 hours 30 minutes

Accessing remote education

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

Our main online platforms are Classdojo for EYFS and year 1 and Google Classroom for year 2 to 6. Links to all other on-line learning site will be shared through this platform, eg BBC bitesize and Oak Academy.

Pupils have individual logins for MyMaths, Times Tables RockStars, Purple Mash and Linguascope. The timetable of when learning is set for these platforms is identified in the weekly timetable.

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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- Laptops are available for those pupils who do not have access to a suitable device. Parents should contact their child's class teacher or email the school office at admin@olovrc.com if you need a device or require further information about loaning a device
- Laptops will be issued from the school office. A suitable time and date for collection will be agreed with parents once a laptop request has been issued. If parents need support to enable an internet connection we have BT vouchers and dongles available. Please contact the school office at admin@olovrc.com for further information.
- Printed materials will be provided for any pupil that does not have online access or is struggling with the online platforms, after support from school has been provided. These materials can be collected from the school office on a weekly basis. Completed learning should be returned each week. The school will be flexible with this and can provide learning for a longer period of time where this supports the family. Printed materials will normally but not always follow the remote learning.
- Pupils should send back learning on a weekly basis when new tasks are collected. Alternatively learning can be photographed and submitted to the class teacher via Clasdojo.

How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- live on line registration twice a day through Google Classroom. This supports children to get ready for their learning. Register is taken and prayers said. There are opportunities for children to speak with each other and in the afternoon to ask questions about the morning's learning. In EYFS a story is read.
- recorded teaching takes place every day. Teachers video record English lessons daily. Oak National Academy Maths lessons are uploaded if they fit in with the school curriculum. Where they do not teachers will video record maths lessons daily. Other subjects such as Science, History and ICT will contain a video recorded lesson when necessary. Teachers and teaching assistants recorded videos of books being read. Teachers will also make use of recorded lessons for other subjects via Oak National Academy and BBC bitesize.
- printed paper packs produced by teachers e.g. workbooks and worksheets will be sent home to those children who cannot access remote learning
- textbooks and reading books pupils have at home
- Serial Mash has been purchased to give pupils access to a wide range of reading materials. Oxford Reading Owls is also used for additional reading material.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. This school subscribes to MyMaths, Times Table rockstars, Letter join, Linguascope (French), Charanga and Yumu (music) and Jasmine (PE) Purple Mask (ICT)

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?

In this section, please set out briefly:

- All pupils' are expected to engage with the live registration sessions everyday (unless there is a valid reason why they cannot and this has been communicated with the class teacher)
- All pupils are expected to be dressed and ready to learn.
- All pupils are expected to engage with daily English and Maths lessons, at a minimum, and to submit outcomes for those subjects.
- All pupils are expected to submit outcomes within two days of the work being set.
- All pupils are encouraged to engage with all lessons but the school is aware that this may be difficult for some pupils given their individual circumstances.
- Parents are expected to support their children by setting routines and making sure they join the registration sessions.
- Parents are expected to support their children to use the technology
- Parents are expected to support their child's education by contacting the school for advice if they are struggling with any aspects of the remote learning.

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

In this section, please set out briefly:

- A daily register is kept. If a pupil misses registration for two days in a row, without prior agreement, the parents will be informed via a phone call.
- Pupil learning is checked daily and a checklist kept. If a pupil is not submitting the required number of tasks, at a minimum English and maths, parents will be contacted and support offered.
- Where engagement is a concern a phone call will be made to the parent. Advice and support will be given. The school will offer alternatives to remote learning, for example; a reduced timetable where necessary or paper based learning.

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:

In this section, please set out briefly:

- Written feedback will be given on one piece of learning per day. This will normally be maths or English but will depend on the task set.
- Where learning needs to be improved the required section will be highlighted. This will form part of the written comment.
- Opportunities for verbal feedback are available during afternoon registration with some whole class marking of maths.
- Maths answer sheets will be provided for self-marking.
- Quizzes will be set during and at the end of a topic to assess understanding. Pupils should answer these independently so that teachers have a clear picture of impact on learning. the methods you will use to assess and feed back on pupils' work
- Pupils will receive some form of written feedback daily. However this will be dependent on when learning is submitted.

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:

In this section, please set out briefly:

- We will provide differentiated learning for pupils with SEND on our remote learning platforms.
- If pupils are unable to access the learning remotely we will provide paper packs on a weekly basis.
- The SENCo will speak to parents each week to offer support and assess suitability of work.
- Teachers will speak with parents whenever they are having difficulties to support remote education for pupils with SEND
- Parents are encouraged to contact the teacher if they are having difficulties.
- Teachers in early years and year 1 will plan, where possible, practical activities for parents to complete with their children, eg counting objects, tracing letters in flour, soil.
- Teachers in early years and year 1 will plan, where possible, practical learning eg, what's in the box, phonics,
- For those younger children who are unable to access the remote learning that other children are working on we send home resources such as building blocks and objects to count to support practical learning.
- We provide individualised learning plans to meet the needs of those children who are not able to access the taught curriculum
- Teachers will have regular contact with these pupils via google meet where possible.

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?

All pupils will be following the same curriculum as the children in school with adaptations made where the activity is not supported by remote learning eg, activities that require group co-operation such as drama. Pupils at home would be given an alternative task to enable them to meet the learning objective, eg write a monologue.

The weekly plan is shared with the pupil/parents and the lesson plans and activities are uploaded.

During lock-down there will be no difference in the learning of those children who are working from home and those who are self-isolating. Self-isolating pupils will be offered a lap-top for the duration of the self-isolation period if they do not have remote access at home. Self isolating pupils who are feeling unwell are not expected to complete the remote learning until they are feeling better.

When school is fully re-opened pupils who are sel-isolating will be following the curriculum as outlined above. However there will be fewer recorded teacher input as teachers will be back in class full-time.