🛡️ Ss Peter and Paul RC 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

English,Maths, RE, science and foundation subject lessons will be uploaded to Google Classroom and your child will be invited to attend daily Google Meets with their class teacher.

In YN and YR the children will be set activities, linked to the EYFS areas of learning, on EvidenceMe. From YR to Y6 there will be three daily Google Meets and 2 sessions in YN-for morning and afternoon children.

Your child has been provided with an individual learning pack which includes the essential resources your child will need at home as they begin to access remote learning.

We will continue to update your home learning packs as appropriate to support remote learning.

What should my child expect from immediate remote education on the first day or two of pupils being sent home?

Your child will already have access to a number of online resources for work that they can access independently, these include;

Google Classroom – Our preferred online education platform Year 1 – Year 6

EvidenceMe – Our preferred online education platform for EYFS

Mathletics – Full Maths curriculum coverage with explanations, activities and help

Active Learn Bug Club/Science Club – Online Reading and Science

Nessy – Spelling and phonics activities tailored to the child's ability level

Your child will also be sent an exercise book, pencil, question packs, and reading book to complete work when not online.

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 may need to make some adaptations in some subjects. For example;

Music – especially some Curriculum Objectives which describe use of instruments

Physical Education – especially some Curriculum Objectives that refer specifically to performing team/group skills

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: 3-5 hours.

The school day will remain the same for pupils at school or at home: 9am-3.15pm (with 1hr for lunch)

Pupils will be expected to register online at 9am 11am and 1:00pm every school day and complete work in time with the school timetable.

Accessing remote education

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

We will be organising our remote education provision through Google Classroom. Through this your child will be able access live lessons with Google Meet and ask questions through Google Chat. We will also be using EvidenceMe to aid younger pupils in completing and submitting age-appropriate work.

All of these platforms can be accessed across multiple devices, including; PCs, laptops, Chromebooks, tablets, smartphones, web-enabled TVs, and some games consoles.

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:

Our goal is that, if not in school, pupils should be able to access the same high-quality teacher interaction and progressive curriculum content.

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:

- We are able to loan laptops or tablets to pupils, as well as IT peripherals such as headphones,routers and keyboards
- Where necessary pupils can access any printed materials, to be submitted to the school, needed if we are not able to establish online access

Please contact info@sspeterpaul.s-tyneside.sch.uk for more information.

How will my child be taught remotely?
We use a combination of the following approaches to teach pupils remotely:

- live teaching (online lessons)
- recorded teaching (e.g. White Rose Maths Videos,Oak National Academy lessons, video/audio recordings made by teachers)
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Mathletics and Bug Club

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 expect pupils to ideally engage with their learning concurrently with the school day. Where this is not possible, pupils are expected to complete the work of the school day out of sequence.

Our expectations of parental support will vary depending on the year group. For the most part this will mainly involve setting routines to support your child's education and ensuring they are engaged when completing independent work. We expect the children to work as independently as possible.

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

We record pupils' engagement with remote education every timetabled lesson/activity

Where engagement is a concern, we will inform parents and carers through telephone contact by our class Teacher or Teaching Assistant or by Mrs Wetherelt (Inclusion and Attendance Coordinator) to try to support.

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:

- Live verbal feedback (through Google Meet)
- Live digital feedback (through Google Chat,Jamboard,Google Docs or Google Slides)
- Written digital feedback comments (on EvidenceMe post or work shared to the Classroom Stream)
- Graded marking and feedback (On Google Classroom Assignments)
- Automatic Marking on digital platforms (such as Mathletics and Activelearn)

Pupils will receive feedback on their work, where appropriate, before the next lesson in the curriculum sequence. However, as described above, this does not mean that a

written comment or grade will be given for each activity.

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:

- Class teachers will still plan differentiated work based on their knowledge of the pupils' individual needs.
- SEND pupils will still be overseen by the SENDCo and any reviews/assessment will continue to take place as necessary. Meetings with external agencies will continue remotely.
- Class-based interventions will take place remotely as timetabled and delivered by the same member of staff.
- Non-class-based interventions (such as Speech & Language and ELSA support) will continue to take place remotely.
- If appropriate, vulnerable pupils may be invited to attend sessions at school. This will be kept to the absolute minimum to ensure that they are able to appropriately access the curriculum.

Remote education for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Simply, there is no difference. We aim to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback whether attending in person or learning remotely.