St Gregory's Catholic Primary School Remote Learning Strategy

January 2021

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 our remote education.

St Gregory's strategy complies with, and is well informed by, the expectations, principles and recommendations outlined by the DfE, *'Restricting attendance during the national lockdown: schools Guidance for all schools in England January 2021'(pp46-50),* research, Ofsted recommendations as well as teachers' experience and expertise, children's and parental feedback.

What is taught to pupils at home?
Where possible, we will teach the same curriculum remotely as we do in school. See below under 'remote learning content.'

How long can I expect my child to work each day?
See below in the 'guidance from the government.'

How will my child access the remote learning?
The whole school is using Google Classroom

If there are digital/online issues at home, how will you support us?
The school will be able to loan, where there is availability, laptops and ipads. If no digital devices are available at home then the school will provide worksheets and books for whoever needs them.

How will my child actually be taught remotely?
Your children will be taught using live and pre-recorded lessons and links to other websites supporting learning during this pandemic, eg Oak Academy, White Rose.

How will you check my child is engaging with work?
See 'expectations' below

How will I be informed if there are any concerns?
See 'expectations' below

How will you assess my child's work and progress?
Feedback can take many forms, for example, written comments, quizzes, whole class feedback as well as use of 'drop in' sessions

Expectations of Teacher/TA:

- The class teachers will schedule the day's remote learning tasks and make them available on the Google Classroom class page
- There will also be guidance available for parents/pupils regarding the expectations for each task.
- Each day's/weeks' learning will consist of core subject lessons – Maths, Reading, Writing, Spelling, Punctuation, grammar and RE then lessons focussed on Science, History, Geography, Art, PE, Music, Collective Worship (Prayer & Liturgy), Singing and Celebration Assemblies.
- Teachers will be online and proactively engaging in dialogue/providing feedback between 9am and 3pm including providing video inputs for children to watch and, where possible and appropriate, a Google Classroom 'live' lesson which children will participate in.
- The online teaching session will vary in its range of times
- In the event of teachers becoming ill, we will endeavour to continue to deliver a programme of remote learning with resources being identified by the other phase teachers (EYFS/KS1, Y3/4 and Y5/6) and/or members of the SLT, including Mr Daley.
- TAs will be used to support pupils and provide feedback when and where needed
- We will ensure that new tasks are uploaded daily.
- We will liaise with parents as necessary via the Google Classrooms or, where necessary, via emails and phone calls if there is non-engagement and/or concerns.
- Teachers will **_NOT_** respond to emails from parents/carers in the evening after 6pm due to their own family commitments/young children. They will respond, however, the next working day.

Expectation of parents:

- Encourage and support your child with completing remote learning tasks.
- Encourage your child to complete tasks to the best of their ability including neat presentation.
- Encourage children to be **_RESILIENT_**, keep trying, don't give up and use **_BBB_** – **_'BRAIN-BUDDY-BOSS'_** when attending to their learning tasks.
- Ensure, where possible, that your child has a quiet place to work and allocated time to complete their remote learning tasks each day.
- Where necessary, contact the teacher in the first instance via e-mail /phone call for further support or guidance or if you have any concerns/worries and…
- From a safeguarding perspective, parents need to show that they are in the same room as their child…occasionally, just so we know they are not alone.

Expectations of children:

- To have a go at all tasks with positive mind-set, see above *__RESILIENCE__* and *__BBB__*
- To attend to all live lessons, Collective Worship and assemblies
- To respect the online learning platform, use safely and no inappropriate comments, language or emojis
- To complete tasks to the best of their ability and as neatly as they can
- To share learning with their teacher and communicate through their Google Class page and ask for help if needed
- Work with a friend/partner (virtually) where possible
- To make sure you have breaks and don't have too much screen time!!

Remote learning content:

- Remote learning content will follow the agreed curriculum areas.
- New, age-appropriate tasks will be uploaded daily/weekly depending on subject
- In addition to the lessons/tasks, teachers will also provide pre-recorded content
- Where possible and educationally beneficial, live Google Classroom lessons will be scheduled for your child's class. Timings for these will be shared prior to the lesson to give advance warning to parents/pupils.
- These live lessons may be in Literacy, Maths, Science, Topic, RE and/or Foundation subjects
- All Prayer and Liturgy/Collective Worship/Asemblies and singing, where possible, will be 'live' and led by Mr Daley.

The guidance from the government is as follows:

Summary

The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:

• Key Stage 1: 3 hours a day on average across the cohort, with less for Reception children

• Key Stage 2: 4 hours a day.

In developing their remote education, we expect schools to:

• teach a planned and well-sequenced curriculum

• select a digital platform for remote education provision

• overcome barriers to digital access for pupils

• It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person.

• have systems for checking, daily, whether pupils are engaging with their work

• identify a named senior leader with overarching responsibility for the quality and delivery of remote education

• publish information for pupils, parents and carers about their remote education provision on their website

When teaching pupils remotely, we expect schools to:

• set meaningful and ambitious work each day in an appropriate range of subjects

• provide teaching that is equivalent in length to the core teaching pupils would receive in school. ***This will include both recorded OR live direct teaching time and time for pupils to complete tasks and assignments independently***.

Online video lessons do not necessarily need to be recorded by teaching staff at the school: White Rose Maths lessons, for example, can be provided in lieu of schooled video content.

• consider how to transfer into remote education what we already know about effective teaching in the live classroom.

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs

Special educational needs

For pupils with SEND, their ***teachers are best-placed to know how the pupil's needs can be most effectively met*** to ensure they continue to make progress even if they are not able to be in school due to self-isolating.

Vulnerable children

Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them.

Delivering remote education safely

Keeping children safe online is essential. The statutory guidance keeping children safe in education provides schools and colleges with information on what they should be doing to protect their pupils online. '

Safeguarding needs will be met by:

- The school office will contact parents to ensure a test has been accessed/taken and to make sure that parents know to communicate any symptoms and test results to school should their child show symptoms and test positive.

- Parents of children who are entitled to a FSM school will be told how the FSM will be made available to them.
- The Designated Safeguarding Lead (John Daley) will notify any appropriate agencies of any vulnerable children and arrange for regular phone call check-ins from school.
- Staff will follow the ICT Acceptable Use Policy and E-Safety Policy
- Where live lessons are used, teachers will keep a log of the details of the session
- Any safeguarding concerns must be shared with Mr Daley
- If a child does not engage with remote learning the class teacher/TA will call the parents to discuss any barriers to learning and to see if further support is needed. Where necessary, Mr Daley may make a follow-up phone call.
- Where children would normally receive additional support for SEND in the classroom, the class teacher/TA/Senco will plan for remote learning to reflect this.

The view from Ofsted, for teachers, from their chief adviser, Professor Muijs is:

1. Remote education is a way [not the only way] of delivering the curriculum

2. Keep it simple and have 'clear and high expectations' as you would have in class

3. Focus on '…the most important knowledge and concepts they need to know.'

4. Feedback, retrieval practice and assessment are more important than ever

5. Consider the medium, ie laptops, phones, tablets.

6. Live lessons are **_not_** always best and are **_not necessarily_** the 'gold standard.'

7. Engagement and knowing whether children have learned the content matters.

Conclusion

As remote learning on a national scale is fairly new, there is little definitive evidence that one method is better than another. A report from the Education Endowment Foundation points out that the method of delivery is much less important than the quality of that delivery. As a result, when planning, teachers will carefully consider which approach is best for a particular lesson, sometimes pre-recorded, sometimes 'live.' Teachers are the experts and are best placed to know how the pupils' needs can be most effectively met so that they can access the task in the best way possible. Guidelines, research and teachers'/pupils' experiences do not inform us with any certainty how we should best approach remote learning and what the exact balance between pre-recorded and live lessons should be. What we do know is that we need to be honest about this and be willing to try different things and teachers need to be given the space, time and respect to find the way that works best for all St Gregory's children.

25th January 2021