



St Winifred's RC Primary School

Remote Education Provision: Additional Information for Parents/ Carers.

Please also refer to our Remote Education Policy for more details on the provision offered.

We are committed to self-evaluation and review and our provision will be updated regularly to ensure that our children are adequately supported whilst learning remotely.

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

Individual Self-isolation

There will be appropriate resources available on Tapestry and Google Classroom for a child to work through if self-isolating as an individual/ individual family. Please refer to the Remote Education policy for further details.

Self-Isolation of a particular bubble

- On the first day of self-isolation for a whole class bubble, before a remote education plan comes into operation, parents will receive a letter informing them of the closure of school to their child.
- In addition, parents/ carers of Year 1-6 will receive a new class code for their child to use to access the 'Class- Whole Class Isolation ' classroom on Google Classroom. This classroom will be separate from the usual Google Classroom used for homework etc.
- For Reception, 'Tapestry' will be used and the children will be able to access work as previously.
- For the first half a day, whilst the teacher is awaiting collection of children/ travelling home/ preparing resources, there will be an introductory video and some generic tasks for the children to begin.
- Once the teacher is available to lead the online learning, they will upload appropriate learning resources onto the 'Whole Class Isolation Classroom'

Whole School Closure

All work will be accessible as usual through Tapestry (Reception) and Google Classroom (Years 1-6). The lessons can be found in the **year group** Google Classroom and are clearly labelled in a weekly folder entitled: School Closure Remote Education. On the first morning of the first day, there will be an assembly led by A O'Dwyer or an SLT member, a video from Miss Dommatt and a range of lessons for the children to complete, whilst the teachers responsible for the remote education prepare further resources. The teacher will then be available to provide feedback in the afternoon.

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, the P.E. set for remote education may differ due to the availability of resources and the music set may also vary but the Charanga Music scheme will still be used. Children will be issued with individual log-ins for Charanga during school closure.

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	: 3 hours a day on average across the cohort, with less for younger children
Key Stage 2	• Key Stage 2: 4 hours a day

The teacher responsible for remote education will ensure that there is a timetable available to children and their parents/ carers which will offer a break down for subjects with timings to enable the child to structure their day accordingly.

Accessing remote education

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

Reception: All subjects: Tapestry Reading: Reading Eggs

Years 1-6: All Subjects: Google Classroom,

Additional Virtual Platforms used:

Maths/ English: Education City

Reading: Reading Egg (Year 1)

Spelling: Spelling Shed (Years 2-6)

Maths: Classroom Secrets (Years 3-6) Charanga

Your child will be provided with their individual account/log-in details. If this is misplaced, please contact the school office on admin@st-winifreds.stockport.sch.uk

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:

Loan of Devices

We have a limited set of laptops available for children to borrow for the duration of self-isolation and/or school closure. If your child requires a laptop, please email the school office on admin@st-winifreds.stockport.sch.uk and this will be arranged. A lender agreement must be signed by the parent/ carer of each child borrowing a device.

Paper Copies

- Alternatively, printed materials can be provided and again, if this is necessary, please email the school office on admin@st-winifreds.stockport.sch.uk and this will be arranged.

How will my child be taught remotely?

Please also refer to our Remote Education policy.

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

	Daily Core teaching- including direct teaching from the teacher through pre-recorded video lessons	Religion	History/ Geography/ Art/ DT/ Music/ PSHE/P.E
KS2	Reading Writing Maths	At least two lessons/ activities per week which may include direct teaching through videos	The afternoon lessons/ activities provided will cover one or more of these subjects.
KS1	Phonics/Reading Writing Maths	At least two lessons/ activities per week which may include direct teaching through videos	The afternoon lessons/ activities provided will cover one or more of these subjects.
EYF S	Phonics/Reading Writing Maths	At least two lessons/ activities per week which may include direct teaching through videos	The afternoon lessons/ activities provided will cover one or more of these subjects.

Teaching videos Within the teaching videos used, teachers will explain concepts and provide modelling. They may include pause times for the children to think, respond etc. Independent work should then follow for the pupil. During the independent practice time, teachers will be available on Tapestry/ Google Classroom to answer questions and provide further clarification and feedback. A further task outline or pre-recorded teaching video/s may be used as and when teachers feel that it will support the learning for the children. Videos may take the following forms but each type will not necessarily be used by every teacher:

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Video type	Purpose
Introductory/ wellbeing video	Welcoming the children to the remote learning. Reference to today's overall timetable of learning or picking up on misconceptions of the day.
Teaching video	Teaching video to: pre-tutor, model, teach, scaffold, explain the learning for that lesson
Progress check video	Short video to ask questions & check how the children are progressing with their learning
Intervention check video	Short video to address misconceptions, remodel methods, re-teach specific areas
A closing statement video	Thanking children for their participation in the day's learning. Celebration of uploaded work.

- Reading every day for 15-20 minutes will be part of all children remote learning programme.

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 that children use the virtual platform daily and complete the work set on that particular day wherever possible, in order for them to receive timely and constructive feedback. Work should be uploaded if possible to ensure that assessment for learning can take place and the teacher can offer support or guidance as and when necessary.
- Teachers will provide a weekly/ daily timetable to assist children and their parents/carers to structure the learning day.
- It is important that parents/ carers support their child to access the virtual learning platform and to follow a particular routine each day. It is understood that some parents/ carers may require flexibility due to their own work commitments or childcare issues and teachers will be sensitive and supportive to all families.

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

- The teacher responsible for remote education will check daily whether a child has completed any work and will record this on a class spreadsheet.
- Private reminder messages may be sent by this teacher to the child or a telephone call may be made to follow up if work is not consistently on Tapestry/ Google Classroom.
- If your child is unwell whilst working at home and is unable to complete the work on a given day, please inform the teacher via Tapestry or Google Classroom so that this can be recorded on the spreadsheet.

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:

- Education City, Spelling Shed etc. will be marked automatically by the platform
- Uploaded work will be checked throughout the day by the teacher responsible for remote education and may receive an individualised comment to offer scaffolding/ advice etc. or may be highlighted and returned to the child to provide further detailed feedback
- Children's individual questions will also be monitored and used to inform assessment.
- Comments/ observations made by parents/ carers will also inform the assessment and feedback process
- The SIMS assessment system will continue to be updated to inform target setting and assessment.

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:

- Reception uses the virtual learning platform 'Tapestry' as it is more suitable for the younger children and allows parental observations to be uploaded.
- For Years 1-6, all teachers are aware of the children within their class and/or year group with SEND and will ensure that appropriate resources and support are available through Google Classroom. This will include the 'Private Chat' facility and differentiated work as appropriate.
- In addition, Mrs Burrows (our SENDCO) will maintain regular contact with the families of our SEND children and will offer a fortnightly telephone surgery for parents to discuss their concerns or to offer additional support or any 'additional resources that can be provided to help with home learning- e.g coloured overlays, visual timetables, word lists, pencil grips, exercise boos etc. Mrs Burrows will also liaise with external agencies (e.g. Sensory Support, LSS, BSS, Caritas etc.) to ensure that these children and their families are supported appropriately and regularly.
- Resources will also be shared with parents via the weekly newsletter or the school website.
- During school closure, all children with EHCPs are encouraged to attend school. They continue to receive the allocation of 1:1 adult support, in line with provision in their EHCPs. Close communication between the SENDCO and Class Teachers and Support staff continues. The SENDCO is ensuring she has weekly contact with families and their EHCP will be supported as far as possible
- Where possible, remote consultations and assessments from Educational Psychology, SALT, LSS, BSS and Sensory Support will continue, set up via Google Meet by the SENDCO. As and when possible, outside agencies, abiding to St Winifred's and their own Risk assessments, will continue to work 1:1 with children at school, who are in attendance.

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?

Please see the Remote Education Policy for further details.