



St Elizabeth's Catholic Primary School

"Love one another as I have loved you"

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.

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?

In the first day or two of pupils being sent home we will prepare folders with resources that children will need for the duration of their isolation. The folders will include some or all of the following:

- A reading book or an individual code to access e books
- A Power Maths Workbook
- Exercise books - lined and plain
- Whiteboard and pen
- Pencils / handwriting pen
- Handwriting sheets / Spelling books/ Mental Maths books

Parents will be asked to collect the folders from school and the school will arrange the delivery of resource folders to families who are unable to collect folders.

In the first days of remote learning we will ensure that all children can log in to Google Classroom and can access live teaching in Google Meets. The school will offer technical support and will lend devices where needed and help families to access data.

Please contact the school office by email or telephone for support with technology admin@st-elizabeths.richmond.sch.uk or 02089403015

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?

It is our aim to teach the same curriculum remotely as we do in school, wherever possible and appropriate.

There are some instances where we have needed to make some adaptations in some subjects. For example, some Geography topics are based on fieldwork which cannot take place during isolation or lockdown. In this situation we will use lessons appropriate lessons from Oak Academy to consolidate children's Geographical knowledge and we will adjust the school curriculum on the children's return to school.

Similarly, some Art and DT topics that are due to be taught in class require materials which children are unlikely to have at home, for example, screen printing. For Art and DT we will use either teacher generated lessons or Oak Academy Art lessons which have been designed to enable the vast majority of children to access.

We will encourage the children to take part in daily exercise and links will be posted to online physical activity.

The computing curriculum will be postponed until the children's return to 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 pupils broadly the following number of hours each day:

EYFS	1 to 2 hours
Key Stage 1	3 hours
Key Stage 2	4 hours

Accessing remote education

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

Children in all classes will access online remote education through Google Classroom.

The children have an individual pupil login and instructions will be sent home about how to log in and access Google Classroom by Parentmail.

Children in every class should log on to Google Classroom by 9:30 am every morning.

Children in Y2 and Y6 are expected to be online learning from 9:30am to 12 noon and from 1 to 3pm.

Children in Reception and Y1 are expected to be online for the class register at 9:30am and for the live Phonics session which follows this. Video recordings are posted on Google Classroom for all other lessons.

Reception and Y1 learning is organised in this way as we recognise that younger children need adult support to access online learning. The recorded teaching sessions will allow parents to schedule the learning to suit their child and their working pattern.

If my child does not have digital or online access at home, how will you support them to access remote education?

The school will lend laptops or iPads to children who need them to access online learning.

The school will issue or lend devices that enable an internet connection (for example, routers or dongles).

School will make arrangements with parents to collect / deliver printed materials and receive paper work submissions if they do not have online access.

The school will offer technical support throughout the school day in Google Classroom or via the school office.

All children on the reading scheme will have access to ebooks which are allocated by school staff each week. The code to access these will be written on the children's folders or in their reading diaries.

Children on Accelerated Reader can the Accelerated Reader website to choose books and take quizzes. Children are encouraged to download ebooks from the local library. School will also provide books for collection.

Parents can contact the school office by email admin@st-elizabeths.richmond.sch.uk or by telephone 02089403015 for assistance with technology and reading books.

How will my child be taught remotely?

The structure of the remote school day is as follows:

Live Daily Register (Rec to Y6)

9:30am live register via Google Meet. All children in all classes should attend this. A register will be taken and the school will contact parents of children who are not in attendance. In the live register session, the classteacher will outline the learning for the day and the expectations of work submission.

Session 1 (Y2 to Y6)

After the live register there will be a live Maths or English lesson led by the classteacher. The classteacher will set independent work and will remain in the Google Meet to support children throughout the lesson. Most Maths work will be recorded in the Power Maths workbooks and there will be additional extension activities. The classteacher may ask the children to return to the Google Meet at the end of the session to review learning.

Session 2 (Y2 to Y6)

The second session will be a live Maths or English lesson led by the class teacher. The classteacher will set independent work and will remain in the Google Meet to support children who need it throughout the lesson. The classteacher may ask the children to return to the Google Meet at the end of the session to review learning.

LUNCH

Session 3 (Y2 to Y6)

The third session of a day will be a Foundation subject, RE or Music and will one of the following: a recorded lesson using Oak Academy material, an independent work session or a live lesson led by a teacher.

Session 4 (Y1 to Y6)

There will be a live end of the day session where the day's learning is reviewed. There will be opportunity to share a class story and share children's news and promote well-being. The day will finish with prayer. On Wednesday afternoon the Values Assembly will replace the live review session. Children will access this through Google Classroom at 2:30pm.

Independent Work

In addition to the planned lessons, children will have access to independent learning such as:

Daily reading, AR quizzes, Spellings, Handwriting, Times Tables Rockstars
Manga High Maths

There will also be whole school projects to promote independent research.

EYFS and Y1

It is recognised that children in Reception and Y1 need more parental support to access online learning. In order to support parents, the children in these classes will have the live register, followed by a live Phonics session. Most of the teaching sessions however will be recorded so that parents can choose when to work with their children. The class teachers may add live sessions throughout the lockdown period.

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

It is expected that every child will attend each live session every day and complete and submit the work set.

If you are experiencing any difficulties accessing the remote learning, you can contact the classteacher via Google Classroom or you can contact the school by email to the admin address and we will be happy to support and help.

Parents should help their child by ensuring that they have a space to work, access to a device and support in accessing sessions.

Children should be dressed appropriately and have had breakfast before the live daily register.

Children should have their cameras on during Google Meet sessions but should be muted unless they have been invited to talk.

Children in Y2 to Y6 will need a break mid-morning and lunch between 12 and 1pm each day.

Parents of children in Reception and Y1 will need to watch the recorded videos with their children and work through the tasks together.

Parents should help their child develop good working habits, completing work to the best of their ability or asking the teacher for help via Google Classroom or Google Meet if they need it.

We ask that parents praise their child for engaging in online learning and find ways to reward and reinforce good working habits.

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

The school will telephone parents if a child does not attend the daily live register to offer support.

The school will contact parents of children in Y2 to Y6 if a child has not attended a live teaching session.

Teachers will monitor submission of work in Google Classroom. If a child has not submitted work when asked, the school will contact parents to offer support.

Classteachers will reward children for participation in lessons and submission of work and celebrate effort. Certificates for excellence will be sent home and uploaded onto Google Classroom.

Achievement will be celebrated in the weekly newsletter.

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:

Children will receive verbal feedback through whole class marking within lessons.

Children will receive written feedback comments on submitted work in English each day in Google Classroom. Marking comments may also be written on submitted work in other subject areas. Marked work is returned to children to see the comments.

Children will receive feedback through online quizzes e.g. in Oak Academy or Accelerated Reader.

Work in the afternoon sessions will be acknowledged and praised.

How will my child's well-being be supported?

The class stream in Google Classroom encourages children to communicate with each other and with staff.

The end of day reviews are times for children to share news e.g. birthdays

Whole class themes keep children engaged and motivated –i.e. Health and Well-being Week

Live sessions where children can be seen and actively participate will enable staff to evaluate children's well-being and engagement.

Normal school communal activities such as assemblies and hymn practice will help children to feel part of the wider school community.

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:

The school SENCO will contact parents of pupils with EHCPs who are not in school each week.

Children with EHCPs will be supported by their allocated LSA in school or remotely to enable EHCPs to be fulfilled where possible.

Sessions for our younger children in Reception and Y1 will be recorded so that parents can revisit these to reinforce learning.

Class teachers may support children on the SEND register in Y2 to Y6 through small group work via Google Meet after the live teaching sessions.

Children with additional needs may be given access to particular resources to support learning at home in liaison with the SENCO.

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?

If your child is required to self-isolate the school will email you with details of your child's individual learning for each week.

A folder will be prepared with materials to support your child's learning at home.

Your child will be set work using Oak Academy resources which match the learning taking place in school where possible.

Your child's class teacher or a senior leader will telephone you after the first week of isolation to offer support.