

Remote Education Provision at St Thomas More Catholic Primary School

This information is based on the guidance from the Department for Education and intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if 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 of being educated remotely might look different from our intended standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. Your child will log in to Google Classroom to gain access to live, recorded and assigned lessons and work.

You find a table below that details remote learning expectations for each year group.

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

If the closure happens during the school day, children will be sent home with the necessary books and equipment to complete the work intended be set. If the closure happens at no notice (as with the 3rd National Lockdown announcement) we will move straight to working on Google Classroom.

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. Examples being PE: maybe basketball in school - but directed to Joe Wicks at home. Music: maybe Xylophones in school, at home it maybe guidance to a BBC bitesize music lesson or Oak Academy music lesson.

Remote teaching and study time each day

How will my child be taught remotely?

Below is a table of what to expect each week.

Class teachers will post timetables on Google Classroom.

Year Group	Zoom 'Live' Expectation (30 mins live, 30 mins set work)	Recorded Expectation	Other set work (Set on Google Classroom/ Tapestry)
EYFS	Phonics x 5 a week English – adult led x 3 a week Maths – adult led x 5 a week Dough disco x 5 a week RE x 1 a week Story/Poetry basket time x5	Welcome to the Day x5 a week PE x 1 a week Theme/ Continuous provision ideas x 5 a week RE x 1 a week	Thinking skills Espresso Cutting skills Yoga
1	Phonics x 5 a week English x 5 a week Maths x 5 a week RE x 1 a week Story time x 5	Welcome to the Day x 5 a week PE x 1 a week Theme x 1 a week RE x 1 a week	Theme x 1 a week PE x 1 a week Mathletics x 10 minutes daily 15 minutes of reading every day

2	Phonics x5 a week English x5 a week Maths x5 a week RE x 1 a week Story time x 5	Welcome to the Day x5 a week PE x 1 a week Theme x 1 a week RE x 1 a week	Theme x 1 a week PE x 1 a week Mathletics x 10 minutes daily TT Rockstars My On 20 minutes of reading every day
3	Reading x5 a week Grammar x5 a week Maths x5 a week RE x 1 a week Story time x 5	Welcome to the Day x5 a week PE x 1 a week Theme x 1 a week RE x 1 a week	Theme x 1 a week PE x 1 a week Mathletics x 20 minutes daily TT Rockstars My On 30 minutes of reading every day Lexia Core 5 Reading x 30 mins daily
4	Reading x5 a week Grammar x5 a week Maths x5 a week RE x 1 a week Story time x 5	Welcome to the Day x5 a week PE x 1 a week Theme x 1 a week RE x 1 a week	Theme x 1 a week PE x 1 a week Mathletics x 20 minutes daily TT Rockstars My On 30 minutes of reading every day Lexia Core 5 Reading x 30 mins daily
5	Reading x5 a week Grammar x5 a week Maths x5 a week RE x 1 a week	Welcome to the Day x5 a week PE x 1 a week Theme x 1 a week RE x 1 a week Story time x 5	Theme x 1 a week PE x 1 a week Mathletics x 20 mins daily TT Rockstars My On 30 minutes of reading every day Lexia Core 5 Reading x 30 mins daily
6	Reading x5 a week Grammar x5 a week Maths x5 a week RE x 1 a week	Welcome to the Day x5 a week PE x 1 a week Theme x 1 a week RE x 1 a week Story time x 5	Theme x 1 a week PE x 1 a week Mathletics x 20 mins daily TT Rockstars My On 30 minutes of reading every day Lexia Core 5 Reading x 30 mins daily
Whole School	Online Collective Worship x 1 a week Reflection Activities posted on Google Classroom x 1 a week Daily prayers at the start and end of day on Zoom via Google Classroom		
EYFS and KS1	Recorded Bear Café x 1 a half term posted on Google Classroom		

	Method of Curriculum Delivery	Communication	Feedback	Duration
EYFS	Tapestry and Google Classroom Daily zoom contact with teachers – available throughout the day. Specific tasks set and appropriate links to websites and resources e.g. Phonics, Dough Disco	Messages on Tapestry and Google Classroom to parents. Office email if needed Regular messages on the school App. Welfare calls made by the School Welfare Team. Additional contact via messaging/e-mail/ home visit/ text or phone call as appropriate. Pupils not online or completing remote learning will be referred and monitored by our Welfare Team. SEND pupils will receive a weekly phone call from the SEND Lead.	Via messages on Tapestry and Google Classroom Additional as needed Set English and Maths based tasks are marked by the teacher every day. Other subjects and assignments set are marked when handed in	15 hours a week = 3 hours daily
Year 1	Tapestry and Google Classroom Daily zoom contact with teachers – available throughout the day. Specific tasks set and appropriate links to websites and resources e.g. Phonics, Dough Disco, Mathletics	Messages on Tapestry and Google Classroom to parents. Office email if needed Regular messages on the school App. Welfare calls made by the School Welfare Team. Additional contact via messaging/e-mail/ home visit/ text or phone call as appropriate. Pupils not online or completing remote learning will be referred and monitored by our Welfare Team. SEND pupils will receive a weekly phone call from the SEND Lead.	Via messages on Tapestry and Google Classroom Additional as needed Set English and Maths based tasks are marked by the teacher every day. Other subjects and assignments set are marked when handed in	23 hours a week = 4 + hours daily
Year 2	Google Classroom Daily zoom contact with teachers – available throughout the day. Specific tasks set and appropriate links to websites and resources e.g. Phonics, Mathletics	Messages on Google Classroom. Office email if needed. Regular messages on the school App. Welfare calls made by the School Welfare Team. Additional contact via messaging/e-mail/ home visit/ text or phone call as appropriate. Pupils not online or completing remote learning will be referred and monitored by our Welfare Team. SEND pupils will receive a weekly phone call from the SEND Lead.	Via messages on Google Classroom Additional as needed Set English and Maths based tasks are marked by the teacher every day. Other subjects and assignments set are marked when handed in	23 hours a week = 4 + hours daily

<p>Year 3</p>	<p>Google Classroom Daily zoom lessons for core subjects. Specific tasks set and appropriate links to websites and resources e.g. Lexia, Mathletics, TT Rockstars</p>	<p>Messages on Google Classroom. Office email if needed. Regular messages on the school App. Welfare calls made by the School Welfare Team. Additional contact via messaging/e-mail/ home visit/ text or phone call as appropriate. Pupils not online or completing remote learning will be referred and monitored by our Welfare Team. SEND pupils will receive a weekly phone call from the SEND Lead.</p>	<p>Via messages on Google Classroom. Additional as needed Set English and Maths based tasks are marked by the teacher every day. Other subjects and assignments set are marked when handed in. Resources like Lexia and Mathletics give pupils instant feedback. Quizzes set allow for instant feedback.</p>	<p>23 hours per week = 4+ hours daily</p>
<p>Year 4</p>	<p>Google Classroom Daily zoom lessons for core subjects. Specific tasks set and appropriate links to websites and resources e.g. Lexia, Mathletics, TT Rockstars</p>	<p>Messages on Google Classroom. Office email if needed Regular messages on the school App. Welfare calls made by the School Welfare Team. Additional contact via messaging/e-mail/ home visit/ text or phone call as appropriate. Pupils not online or completing remote learning will be referred and monitored by our Welfare Team. SEND pupils will receive a weekly phone call from the SEND Lead.</p>	<p>Via messages on Google Classroom. Additional as needed Set English and Maths based tasks are marked by the teacher every day. Other subjects and assignments set are marked when handed in. Resources like Lexia and Mathletics give pupils instant feedback. Quizzes set allow for instant feedback.</p>	<p>23 hours per week = 4+ hours daily</p>
<p>Year 5</p>	<p>Google Classroom Daily zoom lessons for core subjects. Specific tasks set and appropriate links to websites and resources e.g. Lexia, Mathletics, TT Rockstars</p>	<p>Messages on Google Classroom. Office email if needed Regular messages on the school App. Welfare calls made by the School Welfare Team Additional contact via messaging/e-mail/ home visit/ text or phone call as appropriate. Pupils not online or completing remote learning will be referred and monitored by our Welfare Team. SEND pupils will receive a weekly phone call from the SEND Lead.</p>	<p>Via messages on Google Classroom. Additional as needed Set English and Maths based tasks are marked by the teacher every day. Other subjects and assignments set are marked when handed in. Resources like Lexia and Mathletics give pupils instant feedback. Quizzes set allow for instant feedback.</p>	<p>23 hours per week = 4+ hours daily</p>

Year 6	<p>Google Classroom Daily zoom lessons for core subjects. Specific tasks set and appropriate links to websites and resources e.g. Lexia, Mathletics, TT Rockstars</p>	<p>Messages on Google Classroom Office email if needed Regular messages on the school App. Welfare calls made by the School Welfare Team. Additional contact via messaging/e-mail/home visit/ text or phone call as appropriate. Pupils not online or completing remote learning will be referred and monitored by our Welfare Team. SEND pupils will receive a weekly phone call from the SEND Lead.</p>	<p>Via messages on Google Classroom. Additional as needed Set English and Maths based tasks are marked by the teacher every day. Other subjects and assignments set are marked when handed in. Resources like Lexia and Mathletics give pupils instant feedback. Quizzes set allow for instant feedback.</p>	<p>23 hours per week = 4+ hours daily</p>
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Accessing remote education

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

- Tapestry and Google Classroom for EYFS and Y1
- Google Classroom for Years 2-6
- Zoom will be used for live lessons
- Zoom live lessons will be recorded and posted for pupils unable to join the lesson 'live'.
- Read, Write, Inc. Phonics taught live by teachers and supplemented with online videos
- Lexia Core5 (Year 3 – 6)
- BBC - typically Bitesize
- Youtube - primarily for Dough Disco and Joe Wicks workouts
- Times tables Rockstars
- My On – digital reading resources for pupils
- Accelerated Reader quizzes
- Links to curriculum videos as required sent by teachers
- Oak Academy

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:

- Send a questionnaire early in the year to identify families who 'may' need technology support in the event of a bubble or school closure
- Supplement the questionnaire with a class survey identifying pupils who 'may' need technology support in the event of a bubble or school closure
- Apply for DFE laptops based on our need as soon as a bubble closes
- Prioritise allocation of resources to the families who responded to the questionnaire
- Use school resources to 'top up' any technology gaps
- Ensure that the Technology at Home agreement form is shared and signed
- School office email address to ask for support should families require something more specific
- Monitor pupil activity online and use this monitoring combined with conversations with parents/carers to identify pupils in need of further support.

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?

- Pupils are expected to embrace the learning offer fully, just as they would if in school
- Parents/Carers are expected to ensure that children are engaged in the school day, by providing routines and managing any technical issues (e.g. logging on)
- Parents/Carers are encouraged to NOT over support and guide the learning - this hinders retention and true meaningful learning
- Pupils are expected to behave online as they would in the classroom. Any pupil who behaves inappropriately online will be dealt with and parents/carers informed if deemed necessary. Sanctions for misbehavior online include: removing the chat facility from the pupil, muting the pupil so they are unable to interact with other pupils, removal from the classroom.

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

- Registers of attendance on Google Classroom will be monitored and challenged in the same way as in school
- Interactions through Tapestry will be monitored
- Concerns regarding lack of engagement will be supported through contact with support staff telephone calls, identifying barriers - further challenge will be provided should there be no/limited engagement. Contact from either SaFE Officer, Deputy Headteacher or Headteacher

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:

- Communication from Teachers via Tapestry
- Communication from Teachers via Google Classroom
- Quizzes set for Maths, Reading and Theme (linked to teaching and knowledge organisers)
- Ongoing assessments through Lexia and Mathletics
- Individual feedback via telephone call if appropriate

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:

- Children with EHCPs will have contact via telephone with their Teacher and TA, appropriate work at their level will be provided
- Lower ability pupils will continue to be taught with differentiation as per usual classroom practice.
- Where an SEN child is constantly struggling in all areas parents can contact the office for the SEND Lead to make suggestions or provide alternatives
- SEND Lead will make a weekly call to EHCP pupils

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?

We will offer online work and support linked to the lessons in school to avoid pupils missing out on learning.

Note: If a parent is choosing to not send their child to school due to Covid-19, although school is open, we are **not required to provide work** to meet this parental choice. We would aim to work with families to demonstrate how we can overcome their concerns. We would seek advice from the Local Authority regarding persistent non-attendance.

Written: on 12th January 2021

Reviewed and Agreed by Governors on: 18th January 2021

Date of Review: March 2021