



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 if 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

What should my child expect from immediate remote education in the first day or two of pupils being sent 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.

St. Michael and St John's will:

- Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems
- Develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown
- All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress
- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- Give access to high quality remote education resources

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- Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, St. Michael and St John's will:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- Provide frequent, clear explanations of new content, **delivered by a teacher in the school or through high-quality curriculum resources or videos**
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

St. Michael and St John's will consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.

What should my child expect from remote education?

- On the first day of remote learning for the whole bubbles, the teacher will set work via the class pages of the school website. They will direct the children to complete identified work on the class page through a message on Class Dojo. If the children

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cannot access the school website, then the parent will contact school and a paper pack of age appropriate work will be delivered to the child's house.

- Teachers will then plan the next day of learning for the children. This will be a continuation of the learning that has been taking place in class. Children must be given access to an adult teaching them daily (via Teams, Zoom or by using Oak Academy lessons). Daily learning must include: Maths, English, topic/PE and Daily Worship.
- Video teaching clips may be used (either made by staff or sourced through online providers such as BBC Bitesize and The Oak Academy) to introduce/support the teaching for each lesson where required
- Teachers will also schedule a MS Teams meeting or Zoom with the children and parents for the following day (after isolation). In this meeting, the teacher will discuss the remote learning arrangements and expectations. Teachers will also share a timetable of learning. All children have an email address
- Teachers will be accessible to children through Teams or Zoom so that any issues or re-teaching can be delivered live. Teaching assistants will also access the Teams or Zoom sessions. Those children who need additional support following feedback will be directed to the Teams/Zoom meeting for that lesson with attendance expected
- Work planned will be based on the educational needs of the pupils
- Work will be uploaded DAILY (the previous evening) to the class page of the school website.
- Children will be asked to return the work to their ClassDojo portfolio
- All children will be issued with an exercise work where all work can be done. The exercise book can then be returned to school following resumption of face to face learning
- Teachers will contact parents/children who do not appear to be completing work. This may be through ClassDojo or, if there is no response, through a telephone call home. Parents, children and staff have a responsibility to ensure that children are participating in their remote education
- Teachers will provide feedback to pupils on their completed work
- If parents communicate that they cannot access the internet (this happened rarely in lockdown) teachers will email the learning to the school office. The bursar will then print off the work and communicate with parents ASAP to come to school to collect it. If the whole family are isolating, then a member of school staff will take work round and leave it outside the front door. This is a temporary measure whilst the school supports the parent in accessing the internet either via internet access or provision of a laptop or iPad.
- A record grid will be used to record pupil completion of remote learning
- The class teacher will report weekly to the HT the % of children accessing the 'live' teaching, the % of children submitting work and the actions taken to support children and families where this is not the case. SLT will then follow this up with families.
- In the event of teachers becoming ill, support staff will be required to 'takeover' the Class Dojo account with resources being identified by the other year group teachers

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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.

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: 4 hours a day

Accessing Remote Education

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

- Remote education can be accessed through the class pages of the school website.

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:

- We have a limited number of government issued laptops that we can lend to pupils. Parents can contact school for more information
- Pupils can access any printed materials if they do not have online access by contacting school and paper copies for the day's learning will be provided
- If pupils do not have online access to submit their work to their teachers, parents are asked to contact school where support will be provided
- Email can also be used to send work to teachers for review and feedback and screenshots can be taken and emailed as attachments. Additionally, smartphones can be used to photograph work which is difficult to submit in other ways. Post or school drop-off points can also be arranged

How will my child be taught remotely?

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

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- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- use of on line programmes purchased by the school including TTRS, Oxford Owl Reading, Spelling Shed, Yumu music.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

When teachers are delivering live lessons?

- At St Michael and St John's, safeguarding is of the utmost importance and the teachers and senior leadership team will monitor 'live teaching' as though this was the classroom, following all behaviour and safeguarding policies. Parents have also been provided with expectations and protocol which by allowing their child to log on to Teams or Zoom, parents have agreed to. An adult must be present during 'live lessons' and these will be recorded.
- Live lessons mean that children have face to face contact with their peers and with staff and we believe this supports their mental health and well-being in addition to their learning and development. As a Catholic school it also means children are able to take part in class worship.
- If parents do not have access to a device or the child is not available at the specific time of the day that the Teams/Zoom is taking place, children can complete the work on the class pages of the school website and can request additional support from a Teacher or Teaching Assistant. Teachers may also record a teaching session or direct a parent to a pre-recorded input if requested.
- In the classroom, teachers are highly skilled at being responsive to the children's needs. Teachers will aim to support and assess the children in the same way in a 'live lesson'. On the other hand, if required, a pre-recorded lesson can be used, which could be paused, listened to again or fast forwarded, allowing children additional time and support if needed to complete a task. Staff can also post additional videos and resources for individuals in the same way a child would get personalised support and challenge in class.
- ClassDojo also allows the teaching staff to give personal written feedback to help guide the children with their learning, help them build on their previous knowledge and keep them motivated to keep learning from home

Why have we chosen to use our school website to set daily remote learning and ClassDojo to upload learning and communicate with parents within remote learning?

Our new school website is easy to navigate and the structured daily PowerPoint ensures clarity and consistency for learning across classes. This was used during the last lockdown and parent and teacher feedback was that this was effective and manageable. However, unlike the previous lockdown, learning is now statutory so children need to record and

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submit their learning. We have chosen to use Class Dojo because we currently use this from EYFS to Y6 and parents are already familiar with it. One of the most important features of the ClassDojo application is its ability to engage student learning by leveraging their digital technology skills. Using the creative tools, pupils can easily create artefacts such as drawings, photos, videos, notes, etc. or they can add files from their devices. Parents are familiar with ClassDojo.

ClassDojo does not require students to have an established e-mail or Google account. ClassDojo can be used in the classroom to share a child's experiences and learning journey with their family, supporting parents and carers to understand more about our curriculum.

We have used ClassDojo for nearly two years now and it has transformed pupils' engagement and our parental involvement. We found during the school closure period that a significant majority of pupils engaged in uploading online learning activities through ClassDojo and so for us this is the most effective tool to use for monitoring children's remote learning.

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?

- There is a school expectation that all pupils' demonstrate in engagement with remote education
- Parents are expected to set routines to support your child's education
- Good communication between schools and parents (about the approach the school is taking) can help. This could include, where appropriate, group seminars, briefings using platforms such as Zoom, or one-to-one telephone calls where necessary, to inform parents and elicit their support
- Parents need to make sure that children are supervised whilst using the internet or accessing Teams/Zooms to ensure that they are only accessing content that is appropriate to them. Children have had online safety lessons in school and should be aware of how to keep themselves safe online and what to do if they don't feel safe
- It would be a good idea to ask your child to tell you ways in which they can keep themselves safe while using the internet so that you as a parent can ensure that they understand. It is also important that you consider the amount of time that your child is spending online and sitting at a tablet/computer screen. Make sure that you build in time for breaks so that children are not looking at a screen for long periods of time. This is one of the reasons why teachers are not 'live teaching' all day.

Online Safety Your child's safety is of paramount importance to us whether in school or accessing learning online at home.

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We strongly recommend that you use the following resources, activities, games and articles from 'Be Internet Legends' (https://beinternetlegends.withgoogle.com/en_uk/) to improve your own and your child's awareness of online safety.

Make sure that you and your children understand the Internet Legends Code:

- ★ Be Internet Sharp - think before you share
- ★ Be Internet Alert - check it's for real
- ★ Be Internet Secure - protect your stuff
- ★ Be Internet Kind - respect each other
- ★ Be Internet Brave - when in doubt, discuss

Play Interland (https://beinternetlegends.withgoogle.com/en_uk/interland).

Children (and parents!) can become Internet Legends with Interland, an online adventure that teaches the key lessons of internet safety through four fun, challenging games.

Articles for parents

The 5 digital parenting rules that REALLY matter

<https://www.parents.parentzone.org.uk/morearticles/the-5-digital-parenting-rules-that-really-matter>

What should kids know about internet safety?

<https://www.parents.parentzone.org.uk/morearticles/what-would-schools-normally-be-telling-children-about-internet-safety>

Parents need the tools to support their child's mental health

<https://www.parents.parentzone.org.uk/morearticles/time-to-give-parents-the-tools-to-support-their-childrens-mental-health>

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

- If a child does not engage, the class teacher is to call the parents to discuss obstacles and support
- Those children still not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and the support needed by the family.

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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:

- Work will be assessed by staff when work is uploaded to the child's portfolio
- Pupils will receive written or oral feedback on all pieces of work submitted
- Feedback might be provided by teachers or Teaching Assistants via whole class or small group Teams/Zoom meetings.

Organising structured remote teaching suitable for very young pupils

- We recognise that very young pupils are likely to have particular needs which cannot easily be met in some of the ways described above. For such pupils, it is likely that the priority will be progress in early reading. Ensuring continued access to appropriate reading books and resources for early readers is essential at St. Michael and St John's and has been considered as part of contingency planning
- Helping parents, carers or other adults at home to continue to support children in their early reading, where appropriate and practical through structured practice of phonics content, is another important part of contingency planning for children at this stage
- The teacher and Teaching Assistants are teaching 'live sessions throughout the morning for short periods of time. All sessions formulate different parts of a 'usual' taught session ensuring children have the opportunity to take full advantage of this experience. Where potential issues/concerns have been identified these are quickly addressed as intervention groups complement the blended learning provided to ensure the needs of all children are met.
- Teachers and Teaching Assistants use TEAMS/Zoom to provide elements of 'Live Teaching' daily to ensure the structure best reflects the needs of each child. This is reviewed frequently to ensure our blended learning has the maximum impact on children's education.

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:

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- All children who have identified special educational needs will have differentiated and personalised support and resources provided via their personal ClassDojo account. Teachers will respond to children on an individual basis and therefore plan appropriately to ensure every child is able to achieve
- Oak National Academy has specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy which parents may be directed to
- Our SENDCo can be contacted via a message or a phone call to school and by request or as needs are identified is providing parents with programmes which support the child's additional needs.
- Children with additional needs may have smaller, additional Teams/Zoom meetings to ensure they are supported to understand and access their learning.

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?

- The child, for the first day of isolation, will be directed to work on Times Table Rockstars, Spelling Shed and Oxford Owls with a message sent to parents that further work will be sent for 9am the next day
- All work will be placed on the class page of the school website for 9am the FOLLOWING DAY
- Teachers will still be teaching full time with their class
- The work will be set daily
- Work planned will be based on the basis of the educational needs of the pupil
- Work will be set which is as much as possible (based on the educational needs and age of the pupil) a continuation of the learning that is going on in the classroom
- Online learning resources may be used to support the work being set (BBC Bitesize, The Oak Academy, White Rose, Jo Wicks, Go Noodle)
- Children will be asked to return the work to their ClassDojo portfolio
- Feedback will be provided when work is returned

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- Teachers will chase up children that do not appear to be completing work. This may be through ClassDojo or, if there is no response, through a telephone call home. Parents, children and staff have a responsibility to ensure that children are participating in their remote education
- The Headteacher or nominated member of staff will contact, on the first day of isolation, individual children who are having to isolate to explain the expectations of remote education.

Appendices

- Blended Learning Policy
- <https://www.ssmj.lancs.sch.uk/covid-19/>
- Protocol for Microsoft Teams
- Parent Letter (Blended Learning)
- Addendum to Safeguarding Policy
- Blended Learning Plan
- Blended Learning Plan EYFS
- Curriculum Letter to Parents
- Risk Assessments for Zoom and Teams
- Weekly tracking of home learning by class