

St Bede's Catholic Academy

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?

All children will have hard copies of the work set by the class teacher. They will link and support the online lessons delivered daily.

Each day there will be an opportunity to connect to a live lesson and some live feedback later in the day. Children will be messaged daily via DOJO laying out expectations of the day.

Parent/carers have the opportunity to connect directly to the class teacher via DOJO messaging. Children are expected to complete all the work set and upload work via DOJO or teams. Live or written feedback will be given. Teachers will monitor the engagement of children with home learning.

Links to other websites that support the concepts been taught will also be shared. (Oak National Academy, BBC Lockdown learning, White Rose maths, Ruth Miskin phonics.

All logins needed for online learning platforms have been sent home and posted on Dojo so children can access, reading plus, times table rock starts and spelling shed as directed by the teacher from the first day of home learning.

An exercise book and appropriate resources that will support the remote /blended teaching will also be sent home.

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?

- While remote education is regarded as an emergency measure, there is an expectation that pupils should continue to receive a quality education. As a result, teachers may need to experiment and use their professional judgement to identify appropriate strategies and approaches to remote education.
- We endeavor teach the same curriculum remotely as we do in school with regard to literacy and numeracy. There will be some resource and staffing limitations to this.
- We teach foundation subjects curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, music, art and PE lessons.
- Remote learning should incorporate the key elements of effective teaching. Effective teaching includes deep pedagogical content knowledge and quality instruction.
- Evidence suggests that it is not important for remote learning to be delivered in real time. It can be delivered in another way, e.g. by video which pupils can access at a time that suits them. This might help to address access issues where pupils are sharing a computer or technology with other family members.

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	<p>3 hours of blended and remote learning and remote education.</p> <p>Blended learning' refers to learning that involves a combination of face-to-face teaching and remote education which may be delivered online or through hard copy resources.</p> <p>'Remote education' is used to describe pupils being taught remotely in their own homes rather than at</p>
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	school in a classroom. However, 'remote education' also includes situations where a teacher is working remotely and teaching a class of pupils at school, e.g. the teacher is teaching from home because they are self-isolating or shielding.
Key Stage 2	4 hours of blended and remote learning and remote education.

Accessing remote education

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

Teams live lessons for all year groups. All of these lessons are also recorded and uploaded to class DOJO.

Use of DOJO, recorded videos and links to BBC/Oak/Ruth Miskin Phonics/Lock-down learning TV programmes, Cornerstones videos from school curriculum, UTUBE videos. All content will be viewed by staff before posting online.

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:

Laptops/data provided where applicable. (school will access govt funded laptops and charities that provided digital resources)

1:1 support on how to install and use apps where appropriate.

Resources to supplement digital learning.

Vulnerable children given a place in school.

School offering free sims cards for family with low data allowances

School working with major providers to automatically renew and increase data allowances.

All children will receive work packs on a regular basis that match with the online live lessons, recorded lessons and lessons provided by outside sources (e.g. oak, BBC)

Information shared about used of Xbox/play station for online learning

As with first lockdown school will send home essential stationary packs for most vulnerable children.

All children will receive work packs on a regular basis that match with the online live lessons, recorded lessons and lessons provided by outside sources (e.g. oak, BBC)

Information shared about used of Xbox/play station for online learning.

How will my child be taught remotely?

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

- Live Teams teaching by St Bedes class teachers (recorded and available to view at any time on TEAMS or DOJO.)
- recorded teaching of pre-recorded video/audio recordings made by teachers (e.g. Oak National Academy lessons, BBC lockdown learning, White Rose maths)
- printed paper packs produced by teachers (e.g. workbooks, worksheets, science resources)
- textbooks and reading books pupils have at home.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or Power Points.
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)
- School made demo videos/crib sheets made to support the use of ICT in home
- Children have access to online their individual learning programmes such as Reading Plus, Times Table Rocks Stars, Sum Dog and Spelling Shed.

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?

Regular communications with parents about expectations of home learning.
 Regular contact with families to offer support /advice on home learning.
 Children given code of practice about home learning and protocols for live team teaching.
 Parent/carers code of conduct regarding the protocols of home learning written.
 Remote learning policy written and shared on website.

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

- Classes will have daily live register sessions.
- Check lists/record sheets in place for teachers to monitor attendance in live lessons, completion of work, behaviour in lessons, return of completed work to class teacher and pick up of weekly home learning packs.
- Phone calls/home visits made to families where engagement is not meeting expectations.
- HT monitoring of engagement on daily basis, to be followed up by phone call and home visit if needed.
- Letters will also be sent expressing concern due to non-engagement and offering support when all other means of contact has not been successful.

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:

- Quizzes, feedback sessions on teams, feedback of work via dojo used to assess progress, parent/carer also have option to return hard copies of work to school to be marked.
- Daily feedback from live sessions through catch up Teams lessons.
- Where appropriate, children/small groups will be given individual feedback and support through Teams sessions.
- Feedback given via dojo messaging for any work sent back.

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 are in school and targets remain in place, teaching is carried out and interventions are carried out to support their EHCP plan.
- Children with SEN have differentiated packs to support learning and access to extra resources where necessary. The packs will reflect their Individual Education Plans.
- Speech and Language, EP, Future Steps sessions still going ahead with outside providers (following all social distancing guidelines)
- Continuation with counselling via Bungalow (virtual)
- Contact with vulnerable children and parents regularly (phone call and home visits)
- Information shared on coping with stress and anxiety, signposting to free virtual workshop. (phone call, face to face welfare calls, personal messaging via dojo.)

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?

Children who would normally be in school (vulnerable and key workers children) will pick up the team's lessons delivered by the teacher that day. Recording of the lessons are made. If the children are ill or unable to attend, they will be able to access all the lessons via Dojos at a later point. They will receive a work pack as they leave school that will support them for that week's timetable.

Schools aim is to have minimal difference between pupils at home and pupils within school. We recognise this is not always possible due to technical issues beyond schools' control.