



Diocese of Hallam in partnership with Doncaster LA

Wadworth Street, Denaby Main, Doncaster, DN12 4AQ

Head Teacher: Mrs Lindsey Ebsworth

Deputy Head Teacher: Miss Clare Brennan

Chair of Governors: Mr John Cape

Vice-Chair of Governors: Mrs Karen Seaman

Remote Learning Information for Parents and Carers

January 2021

'Let God's love shine in our lives as we grow and learn together.'

Remote education provision: information for parents

This information is in addition to our IT policy which you can also find on our website. It 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.

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

In our mission to ensure consistency in our children's learning, the remote learning provision, now we are successfully using Teams, will allow your child to continue on their learning journey using the resources and tasks that they would be given and shown as part of the teaching and learning mastery approach within school. Children who cannot access Teams for various reasons, once school are aware will be provided with the following agreed solution which is decided between school and parents/carers on a case specific basis: iPad/Laptop provision; internet/wi-fi access; slides and activities printed off following their stage of learning and either delivered to the home safely by a member of staff or collected from the main entrance of school by adult within the household if possible and 1:1 telephone calls daily/weekly as necessary, or; return to school bubble if not in self-isolation and entitled to a place in their class bubble as the child of a key worker or is considered vulnerable. (Appendix 1 – Priority List for vulnerable and key worker children)

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

1. The class teacher will contact the child through Teams or email/telephone call to parents and carers if the former is not possible to explain how the daily remote learning will work. Children throughout school will be sent home an exercise book, paper and other resources eg. handwriting guides in a folder every term in the event of remote learning being necessary.
2. A timetable will be posted on the Class Group page for the children to follow which is in line with the learning that children in class are accessing. (The yearly and termly curriculum topic overviews are also available to see on the school website in the For Parents section – Curriculum tab.) Alternatively, this will be emailed if Teams is not yet being used.
3. The class teacher will engage in whole class or 1:1 input with the children via live lessons/calls or written communication through Teams for Morning Prayers, Reading, Writing and Maths lessons. For those children not on Teams, they will contact families via email and/or telephone as frequently as required to support the child in line with their learning needs.

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?

Yes. As noted above, we do provide the same curriculum remotely as we do in school albeit in a slightly different way. The teacher is obviously virtual and sometimes teaches and gives feedback through Teams or email/telephone conversation where Teams is not an option. Adaptations and alternatives are offered to ensure all children can engage in different activities eg. PE – not all children may be able to engage in a gymnastics lesson, therefore alternative physical exercise will be encouraged. These areas of the curriculum will be tailored over time to ensure the progression of skills are in place as much as possible through this remote provision, taking into account the fact that children have varying opportunities and resources at home to enable them to engage in some learning activities. Where possible, frequent communication with parents and adapted planning will endeavour to provide children as much as possible with the lessons and resources available.

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:

Foundation Stage 2	6 x 20 minute activities on average each day
Key Stage 1	3 hours minimum each day 15 mins Morning Mindfulness daily 30 mins phonics/spellings session daily 3 x 30 mins reading session weekly 45 mins writing lesson daily 45 mins maths lesson daily 45 mins RE/Topic (inc. Science, Art/DT and Humanities) lesson daily 15 mins maths games daily 3 x 30 minute Liturgies/Assemblies weekly 3 x 30 minute physical activity weekly
Key Stage 2	4 hours minimum each day: 15 mins Morning Mindfulness daily 15 mins spellings session daily 30 mins reading session 1 hour writing lesson daily 1 hour maths lesson daily 1 hour RE/Topic (inc. Science, Art/DT and Humanities) lesson daily 15 mins maths games daily

	3 x 30 minute Liturgies/Assemblies/collective worship weekly 5 x 30 mins physical activity weekly
--	--

Accessing remote education

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

All provision will be available through Teams as a mixture of live lessons and learning activities posted and teachers will post links to any other educational platforms school uses eg. TTRockstars, Satscompanion, Mirodo, BBC Bitesize, Phonics Play etc. on the Teams Class Group Page. All children throughout school have access to Teams through an account name and password which was shared with all parents and children in Autumn Term 2021. If you or your child forgets or loses their login details, then these can be accessed by emailing either the class teacher or admin@st-albans.doncaster.sch.uk to be given the details or to have a new one reset.

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:

As noted above, discussions between school and parents will take place and the support from school will be as follows:

1. Parents or carers can collect and sign for a device (laptop or iPad – whichever is deemed suitable for the individual learner as agreed by parents/carers and school team eg. Teacher, SENDCo and/or SLT) to be taken from school over the period of the remote learning or as long as is deemed necessary.
2. If available, parents or carers can collect a dongle as provided for by DfE to enable internet connection and data.
3. There will be ongoing support in school to support with technical issues and how to access guides eg. How to use Xbox and PS4 through Jotter App notifications, emails and on the school website.
4. Printed slides and learning tasks following the planned learning for the child in a folder that will either be delivered by a member of staff to the home or collected by an adult within the household. This can be photographed and emailed daily for marking and feedback via email or posted back to school and feedback given by telephone call or email as arranged with the parent/carer as frequent as possible.

How will my child be taught remotely?

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

As outlined above, we will use a variety of methods, age appropriate, learning need focused to including the following:

- live teaching (online lessons with their class teacher) via Teams meetings scheduled for children to access as per their class timetable
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) with links added to Teams class page
- printed paper packs produced by teachers (e.g. workbooks, worksheets) following the curriculum or the planned learning appropriate to the learner
- textbooks and reading books pupils have at home – for pleasure or research
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences eg. BBC bitesize, TTRockstars, Numbots etc.
- long-term project work and/or internet research activities (usually in addition and as a creative home learning project to engage the whole family in learning and consolidate skills learned across the subjects)

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?

Children should be encouraged to engage in the live lessons or 1:1 calls prearranged with their teacher daily. They must aim to complete learning in core subjects each morning and submit the learning via the posting system on Teams by lunchtime if possible. Teachers will be giving as much verbal and written feedback throughout the morning through Teams on live lessons or via the conversation function so that children can edit and improve their learning as they go.

Topic learning in RE, Science, history and geography, art and DT and other areas including morning mindfulness, physical activities and projects can be completed throughout the afternoon or at times to suit the family each day. Teachers will be available via the conversation function during school hours to offer help and support and feedback on this learning is weekly.

Children should follow the expectations outlined in the IT policy – remote learning section and parents must ensure they do so at all times.

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

Teachers will 'see' the children engaging daily in live sessions, they also use the 'Insight' function on Teams to monitor engagement daily and report to SLT weekly. If lack of engagement exists, in the first instance the class teacher will email/telephone parents or carers to discuss this and offer support. If there are concerns with engagement due to an SEN difficulty, the support plan in place will be used to adapt the learning provision in order to improve engagement and this work will happen in conjunction with the SENDCO as parents/carers to ensure school are continuing to meet the child's needs albeit in a remote way. If there are welfare issues, SLT and safeguarding leads will discuss this with parents/carers as part of the weekly welfare calls carried out. It may be necessary, if all routes are exhausted and engagement remains an issue, that the child, if not in self-isolation, returns to school to learn. If the children do not return to school to learn, usual safeguarding approaches are taken and liaison with outside professionals begins eg. Referral to Early Help or Social Care etc. as required.

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:

During live lessons, verbal feedback will be given and whilst still live but offering support through the conversation function on Teams, teachers will be giving feedback and children are encouraged to peer assess where possible. Marking and feedback from teachers will be daily for core subjects taught in a morning (reading, writing and maths) and sometimes as immediate as in the classroom, as all children learning remotely and those in school will hopefully be learning in synchrony. Therefore, the teacher feedback at St Alban's is as near to in class learning feedback as is possible, albeit online. As outlined above, topic learning and activities that are 'afternoon' learning activities will be marked with teacher feedback before the next lesson, as in class, which is usually weekly. All learning at the end of the remote learning period will either be printed off or brought in, quarantined and then stuck into books so children can see their progress and school staff can track the progress in their learning over time.

Children not using Teams and completing their learning paper based will be expected to email their learning as they go but at least once per day so that class teachers can mark and give feedback daily. Their topic learning will be marked and feedback given weekly. All of this will take place via email with telephone calls weekly from class teacher.

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:

Teachers and the SENDCO will ensure the support plan and learning in place meet the needs of the child and remote learning is adapted to suit the needs and next steps of the individual learner. It may be that paper based activities are sent home, delivered by staff or arranged collection from an adult in the household to support additional needs. Other resources eg, iPad with specific apps or concrete resources may be sent home or collected to support such needs. Class teachers will arrange 1:1 live sessions throughout the day where possible to offer further support and guidance to individuals. All of the above will be added to support plans and reviewed as part of the plan, do review process each term or sooner if needed.

Remote learning for provision for children in Reception is planned and offered in a more bespoke way for our younger learners with weekly 1:1 sessions with parent and child to share and discuss learning. Photos of learning will be expected from parents and carers to evidence the children's learning each day and these will be reviewed by the class teacher who will then discuss next steps with the parents/carers and the child in the weekly 1:1 via a scheduled Teams meeting/call or pre-arranged telephone call.

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?

Remote learning at St Alban's follows the same expectations set whether children are self-isolating individually, the bubble is closed or there is a lockdown in place. The reason we have set our provision as so, is to reduce the disruption in learning for the children. The slight differences are how much 'live' teacher time the children receive, and whether this is whole class or 1:1 varies. Our approach aims to keep every part of the learning process as close to the real thing as possible, especially as remote learning at home is so very different from the classroom environment. We aim to offer as much teacher – pupil contact through 'live' sessions, online conversation through Teams or email/telephone contact as is possible. Through our approach, it means we can encourage pupil interaction through our learning platform, ensuring all children are connected in their learning and can continue to peer assess, offer support through talk partners and learning partners that are embedded in our approach to learning in school and second nature to our children.