

Sacred Heart RC Nursery & Primary School

Remote Education: 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.

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?

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 case of your child having to self-isolate with immediate effect, your child will receive a 'Day 1' electronic package. This package is also available in print on request from the school office. The 'Day 1' package contains:

- A stand-alone lesson for English consisting of a reading activity / SPaG / spelling / handwriting);
- A maths lesson consolidating a previously taught concept;
- A previously taught wider subject from an Enquiry Project to revisit and explore;
- Links to ongoing online subscriptions such as Purple Mash, TTRS, Numbots, IXL, Oxford Owl, Renaissance (AR), BBC Bitesize.

TTRS <https://trockstars.com/>

Numbots <https://manage.numbots.com/>

Purple Mash <https://www.purplemash.com/#tab/pm-home>

Oxford Owl <https://home.oxfordowl.co.uk/reading/>

Accelerated Reader <https://hosted365.renlearn.com/257596/>

BBC Bitesize <https://www.bbc.co.uk/bitesize>

IXL [IXL | Maths and English Practice](#)

Pobble <https://www.pobble365.com/>

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, the curriculum being taught at home will mirror the curriculum being taught 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. This might be adaptations to the approach, resources, equipment, or content.

Approach: lessons which require collaborative work and class-based strategies such as 'think-pair-share' will be adapted to suit an independent learner at home.

Equipment: lessons requiring specialist equipment such as a compass or sketching pencils will be adapted or supplemented.

Resources: If the lesson was creating sculptures using Modroc, this might be adapted to using paper mâché, salt dough or cardboard. Some resources will be offered for pick up but this may not always be possible due to covid restrictions.

Content: In the case of individual isolation, some content heavy new learning may be better approached on return with pre-teach sessions set for home instead.

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	3 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?

All remote learning will be accessed through Google Classrooms with the exception of nursery who are using Purple Mash.

Each year group has its own classroom. There are also separate RE classrooms for Y2-Y6.

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 no wi-fi access at home.

Following the audit carried out earlier this year, we are only aware of one family without wi-fi access in their home. However, this doesn't account for a change of circumstances or connectivity problems. We have a small number of access codes from BT to support any home without internet access. We also have multiple Vodafone data SIM cards and are working on sources some dongles if needed.

My child does not have a digital device at home.

We have a limited number of chrome books (which are like mini laptops) which we are able to loan to families who do not have a device for their child.

If you are self-isolating whilst schools are fully open, we will enquire if you need a device individually.

In the event of local or national lockdown, please complete the link below if you are in need of a device.

[Chrome Book Request Form](#)

How do I access hard copies if I do not have a printer at home?

There should be no requirement to print work out. Teachers are mindful of this in their planning. There is a constant stock of exercise books, paper, pens and pencils in the foyer at school. You are free to pick these up if safety allows. Please ensure that you refrain from using the foyer if occupied and only touch what you need.

If your child is struggling to work online and you request printed copies to assist their learning style, please contact your child's class teacher via email (see below) or the school office on 01803 558298 / admin@shrcps.org

Bradleys Estate Agents in Paignton are presently offering free printing to any parent to support home learning during the national lockdown.

How will my child be taught remotely?

At Sacred Heart we continue to offer the full curriculum to children learning from home. This is offered in a variety of forms.

Nursery

A variety of activities across all seven areas of learning accessed through Purple Mash.

Reception to Year 6

A daily **live** session in each class to check in with pupils. This is an opportunity to gather together and talk through the daily expectations along with an opportunity to offer emotional and social support through SMSC activities. It may also include the daily storytelling.

All remote lessons are planned for sequentially and follow the year group long term plan and are taught using interactive slides. This will ensure all children receive direct teacher modelling whilst learning at home.

Reception

- A daily phonics lesson delivered to groups according to level of phonological knowledge via video link with guided activities.
- A weekly recorded English lesson with voiceover led by the class teacher.
- A daily maths lesson supported with White Rose instructional videos linked to Power Maths. This may be supplemented with links to IXL.
- Daily handwriting activity
- Weekly activities also include one session of Makaton, PE, RE and Picture News

Year 1

- A daily phonics lesson delivered to groups according to level of phonological knowledge via video link with guided activities.
- A daily recorded Enquiry Project lesson with voiceover led by the class teacher. This may be an additional English lesson.
- A daily maths lesson supported with White Rose instructional videos linked to Power Maths. This may be supplemented with links to IXL.
- Daily handwriting activity
- Weekly activities also include one session of PE, RE and Picture News

Year 2

- A daily phonics lesson delivered to groups according to level of phonological knowledge via video link with guided activities.
- A daily recorded English lesson with a SPaG starter by the class teacher. The SPaG element may be supplemented with links to IXL. The main body of the English lesson will follow the Talk for Writing sequence taught in school.
- A daily maths lesson supported with White Rose instructional videos linked to Power Maths. This may be supplemented with links to IXL.
- A lesson relating to the wider curriculum. This may be lesson linked to this term's Enquiry Project or a discrete Science, PE or RE lesson. Where appropriate, these lessons will be presented with an instructional voiceover by the class teacher.
- Spelling and handwriting tasks set across the week.

KS2 (Y3-6)

- A daily recorded Reading lesson led by the class teacher. Three lessons will use a variety of texts with two focussing on the present class novel.
- A daily recorded English lesson with a SPaG starter by the class teacher. The SPaG element may be supplemented with links to IXL. The main body of the English lesson will follow the Talk for Writing sequence taught in school.
- A daily maths lesson supported with White Rose instructional videos linked to Power Maths. This may be supplemented with links to IXL.
- A lesson relating to the wider curriculum. This may be lesson linked to this term's Enquiry Project or a discrete Science, PE or DT lesson. Where appropriate, these lessons will be presented with an instructional voiceover by the class teacher.
- One afternoon a week will be dedicated to RE. This will consist of recorded lessons or instructional powerpoints.
- A daily recorded story time where children listen to the class novel (This may also take place in the daily live)

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?

All children are required to sign the register every morning to show they have seen the daily tasks set and that they are ready to learn. The expectation for signing the register is 9am but it will not be recorded as an absence until 9:30 at the request of some parents.

As of Monday 1st February, all children will be required to attend the daily live check in session.

The expectation is that all work set by teachers is completed on time to the best of the child's ability.

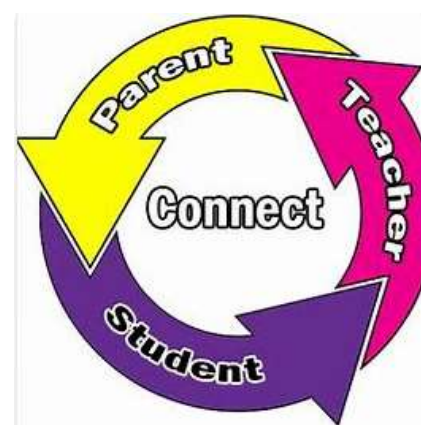
We are aware that many parents are juggling working from home and remote education and that this is especially challenging with younger children. This is one of the main reasons that we are offering recorded lessons opposed to live. Families will receive the daily content at the beginning of the day and can timetable their days to suit their individual needs and circumstances. Setting a routine for your child's day is important for the whole family. We understand that the home is different to the school environment and therefore learning may need to be split into shorter sessions with regular breaks in between.

If your child is struggling with any aspect of their learning, it should be reported to their class teacher via Google Classrooms or by emailing the class teacher directly. Support phone calls will be put in place if it can't be addressed via email. Correspondence may not be answered immediately as staff are also teaching pupils in school but it will be addressed as soon as possible.

Daily **live** check ins via Google Meets have been timetabled to support children emotionally and for opportunities to clarify daily tasks set. **The expectation is that all children will be in attendance for these sessions.**

Work can be submitted later than the end of the school day for your convenience but there is no obligation for staff to respond to emails outside of working hours.

If work is not submitted, staff will phone home to discuss the lack of engagement and support the family with the barriers they are facing.



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

Each teacher records signage of the daily register, attendance in live sessions and individual work returns on a class engagement log which is shared with the headteacher.

Those not engaging, returning work or returning work far below their usual quality will trigger a well-being phone call to the parent the following day from a member of your child's class teaching team. We will be persistent with this and continue to call daily until engagement improves. This is an opportunity for you, as parents, to share any barriers to remote learning with the school. We will work with you to find a way of easing any pressures that you are finding but **education is not optional** and your child needs to engage.

Parents who do not engage with the class teacher will receive a phone call from the headteacher.

Parents who do not engage by telephone will receive a home visit, particularly in cases where school has had little or no contact with the child or children. In cases where we cannot make contact at the home, Children's Services will be informed.

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's work will be responded to either privately with a motivational/positive message, advice for improvement or a 'liked' notification each day for the work submitted. Whole class messages may also be given with general feedback and next steps, or for advice for the next day/week.

- Written response on individual work via Google Classroom
- Written response via email
- Collective feedback at the start of recorded lessons addressing misconceptions and highlighting strengths.

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:

Pupils with an Education Health Care Plan (EHCP)

In the event of a national lockdown pupils in receipt of an EHCP will be prioritised for a place in school. Clinically Extremely Vulnerable pupils will be taught remotely.

Pupils on EHCPs have an individual risk assessment which includes amongst the reasonable endeavours, a personalised remote learning plan. This shows how work will be adapted when switching to remote learning.

Support phone calls will be put in place with frequency decided amongst family and school.

Paper copies supplied if required.

Chrome Book supplied if required.

Pupils receiving SEND Support (SENS)

In the event of a national lockdown pupils with additional needs identified on the school's SEND register will be considered for a place in school if vulnerable.

Support phone calls will be put in place with frequency decided amongst family and school.

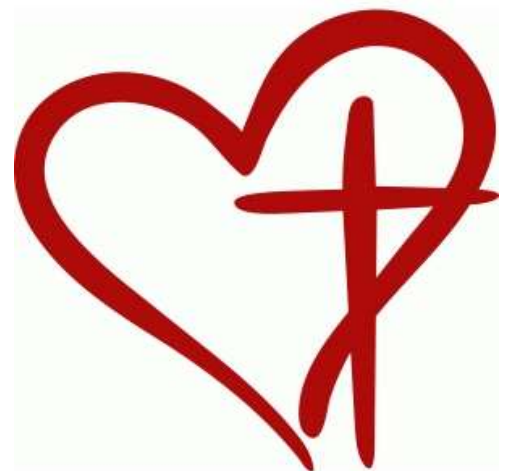
Paper copies supplied if required.

Chrome Book will be supplied as a priority if required.

Bespoke learning will be set where appropriate.

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?

On the first day of isolation your child will receive the 'Day 1' pack as described above.

From Day 2 onwards, the daily lessons will be added to your child's Google Classrooms account. They will not include recorded lessons. It will be a daily timetable of lessons and instructions for use.

Your teacher will check in on you at lunchtime and at the end of the school day. There may also be other opportunities for an adult from your class team to correspond with you throughout the day.

In EYFS, this will be a weekly timetable and a bingo board of suggested off-screen activities to support learning.

Daily phonics is supported through RWI online materials.