



St Joseph's Catholic Primary School & Nursery

Remote Learning Guide for Parents

January 2021

Our family at St Joseph's Learns, Loves and
Grows with God at the centre

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 document.

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 remote learning activities for pupils will be communicated by 8:30am on the first day of remote learning via one of two platforms:

EYFS & Year 1: Tapestry

Parents/Carers for pupils in EYFS and Year 1 have been set up on Tapestry – please ensure your child's account is activated. – Contact office@st-josephs.islington.sch.uk ASAP if you require assistance with this.

Years 2-6: Seesaw

Pupils in Years 2-6 have already been provided with their log in details for Seesaw. If your child is not in possession of this please email office@st-josephs.islington.sch.uk ASAP in order to request their home learning codes.

If parents and carers have difficulty accessing these platforms, details of activities can be provided via email. Paper copies can also be provided for collection at the office. Please let the office know if you require activities in this way.

Class teachers will set daily learning activities for the morning sessions for Reading/Phonics, Writing and Mathematics. Afternoon activities will be set for Religious Education, Science, History, Geography, Art and Design, Design Technology, Computing, PSHE or PE, or the areas of learning in the EYFS curriculum. This will vary depending on the day. Please see the separate timetable for your child's phase of development. Spanish and Music activities will be set by our external peripatetic teachers for these subjects. All activities will be uploaded to either Tapestry (EYFS & Year 1) or Seesaw (Years 2-6) by 8:30am each day

Teachers will also share the Remote Learning Timetables with pupils on the first day during their morning registration (held Via Zoom – link uploaded to Seesaw/Tapestry).

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?

As far as possible, our remote learning curriculum follows our school curriculum. However, some adaptations to lesson content may be necessary to take account of resource limitations at home for subjects such as Science, PE and Art and Design. Class teachers will take into consideration the practical resources available to children at home, and will plan activities with this in mind.

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	4 hours
Key Stage 2	5 hours

Accessing remote education

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

We will be uploading all our activities to Tapestry (EYFS and Year 1) and Seesaw (Years 2-6).

Zoom will be used for morning and afternoon registrations (the link will be shared via Tapestry/Seesaw).

Activities set may also ask pupils to access some of the following sites: Doodle Maths, Times Tables Rock Stars, Numbots, Read Theory, Get Epic, Scratch, ScratchJr (*N.B. more educational websites and apps may be added as time goes on, logins will be created and shared with the pupil via Tapestry/Seesaw*).

Where logins are needed, pupils have been provided with these. However, if they have been misplaced pupils are able to request the details from their teacher by posting a note on Tapestry/Seesaw or asking at one of the Zoom registrations.

Parents are also able to request a copy of all log in details by emailing office@st-josephs.islington.sch.uk (please include your child's name, year group and class).

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:

If a pupil does not have access to an appropriate device at home, the school can provide a chromebook for use at home, subject to availability, for parents to collect.

Please email: office@st-josephs.islington.sch.uk for more details.

Parents will be asked to sign a loan agreement when collecting their child's device.

Details of how to set the device up at home will be provided on collection.

The school can also support parents who require online access at home. This is usually through your existing mobile phone provider.

Parents may also request a paper copy of the work set by their child's teacher.

Paper copies of activities can be collected from the school office on a weekly basis.

Pupils will then submit their finished activities either by post or dropping completed work back to the school when collecting the following week's activities.

Teachers will then review the pupils work and provide feedback via email.

How will my child be taught remotely?

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

- Live registrations/teaching time via Zoom, in the morning and the afternoon:
 - teachers will use this time to check in with pupils, explain the tasks set and answer any questions pupils may have.
 - They may also use some of the time to teach key concepts or to hold spelling tests, quizzes and other activities that will support pupils' learning and emotional wellbeing.
- Recorded teaching:
 - Teachers may record their screens and their voice/face for lessons where it is appropriate and necessary to do so.
 - Teachers in EYFS and Key Stage 1 may record short videos of themselves for Phonics and Reading.
 - Teachers may also use White Rose Maths recordings to supplement their own teaching of the key concepts and methods for each day's Mathematics activity.
 - Teachers may also use recorded lessons/snippets from websites such as BBC Bitesize, Discovery Education or YouTube. *Where these are used – teachers will have viewed them to ensure they are appropriate for the age and ability of pupils.*
- Where a particular text or book is being used – teachers will provide either a recording of the text or a digital version of the text for pupils to read.
- Some subjects/lessons may require the pupils to carry out online research – if this is the case, teachers will provide suggested websites for the pupils to use. Links to these websites will be posted as part of the activity via Tapestry/Seesaw. Before posting these, teachers will ensure they are appropriate for the age and ability of pupils.
- Chilli Challenge system:
 - Activities set will be differentiated for different abilities using the Chilli Challenge system, as used in school. Pupils are expected to choose the most appropriate level of challenge, with some guidance from teachers, where necessary.

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?

We expect pupils to attend live zoom registrations each morning and afternoon and complete the tasks set by teachers during those sessions. Pupils are expected to submit morning tasks, ideally by 12 noon, and certainly by the end of the school day. Afternoon tasks should be submitted by 3pm, and certainly by 8:30am the following morning. This is to allow the teacher enough time to provide feedback to pupils. Where a pupil is finding an activity difficult to access, we expect you or them to alert their teacher to the difficulty so that their teacher can provide appropriate support.

Teachers provide a suggested weekly timetable which includes breaks. We ask that parents are supportive of their children following this timetable, particularly with reminding pupils to take regular breaks throughout the day.

To ensure a smooth and successful learning experience we ask for a parent or carer to supervise (be in the room or regularly checking in) to ensure your child understands the instructions given during the live sessions.

For younger pupils it may be necessary for a parent to remain with them throughout the live sessions so that they can support them completing the learning activities.

If your child experiences difficulties with completing tasks/motivation, we ask that you let the teacher know as soon as possible either by messaging the teacher via Tapestry/Seesaw or by emailing them via: office@st-josephs.islington.sch.uk.

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

Teachers will be checking pupil engagement via the morning and afternoon Zoom registrations. Teachers will also be checking for pupil engagement via work submitted and pupil/parent responses on Tapestry/Seesaw throughout the day.

All teachers have been asked to keep a record of pupil attendance on Zoom registrations and the number of tasks submitted. This is a centrally stored online record, which uses a traffic light system to record levels of engagement. This is also monitored by senior leaders, to ensure pupils are engaging fully. Should any concerns arise about your child's engagement with remote learning, you will be contacted via email or telephone initially by your child's class teacher, by the end of the following day. Where there is no improvement, a member of the Senior Leadership Team will contact you to discuss how the school can resolve any concerns.

If you have any problems enabling your child to attend zoom registrations or uploading work, please let the office know as soon as possible so that a message can be passed on to your child's class teacher.

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:

Teachers will provide feedback, ideally by the following morning and certainly by the end of the week.

This will usually take one of two forms:

- A written response with areas of strength/points for improvement recorded under the work submitted by your child, which may also include the highlighting of successes/correcting errors,
- A 'voice note' of your child's teacher commenting on the work submitted.

Sometimes it may be appropriate for teachers to circulate the answers to tasks for pupils to mark at home.

All work submitted will help to inform teachers' assessments of pupils' progress and attainment.

Teachers will upload assessments to the school's online assessment program, as per the normal school schedule.

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:

- Class teachers will plan appropriate activities for pupils with special educational needs and disabilities.
- For some pupils additional activities may be provided by the outside professionals working with them such as speech and language therapists or occupational therapists.
- Virtual support sessions with outside professionals may also be arranged for a mutually convenient time.
- Our school Special Educational Needs and Disabilities Co-Ordinator (SENDCo) will also make regular 'Keep in Touch' telephone calls to parents to check how things are going and provide support, where necessary.
- For pupils in EYFS and Year 1, and individuals in other year groups who may require it, teachers will upload activities to Tapestry/Seesaw the night before to aid parents with planning their day. Teachers will provide a suggested timetable, however parents and carers are able to adapt this to suit their individual situations at home. On a Friday, teachers will provide parents with a list of optional resources that they may want to organise to support the next week's learning activities.

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?

Teachers will use the same platforms (Tapestry/Seesaw) to upload tasks for pupils who are self-isolating. Tasks will be adapted to be completed at home with consideration to resourcing/nature of the task.

Pupils will be expected to upload their work to Tapestry/Seesaw on a daily basis.

Teachers will respond to the work submitted by the end of the week.

Teachers will not be available to provide support throughout the day, as they will be teaching their class in school. Therefore, parents and carers may need to take more of an active role in supporting their child's learning while self-isolating. However, teachers will return calls or respond to emails at the end of the school day, when necessary.