



## Remote Learning – Information for parents and carers

**Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, The Department for Education expects schools to have the capacity to offer remote education.**

The DfE expectations for remote learning are as follows:

- 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.
- 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.
- 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 - for pupils with SEND, their teachers are best placed to know how to meet their needs.
- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.
- Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:
  - primary: 3 hours a day, on average, across the school cohort.
  - secondary: 4 hours a day, with more for pupils working towards formal qualifications this year.
- Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos.
- Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern.
- Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate.
- 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.

### **St Gabriel's Home Learning: A '3 tier' response to absence**

Please note, Home Learning for Reception class will aim to follow a similar '3 tier' approach, but will involve more practical activities than online tasks.

#### **1 If a child is absent because you are awaiting test results (hopefully only a couple of days!)**

- Children should continue with their routine homework tasks.
- Teachers will send a postcard via Purple Mash with links to the relevant White Rose Maths lessons and relevant Oak Academy lessons.

## **2 If individual children are isolating for 10 days (because a household member is positive)**

- Children should continue with their routine homework tasks.
- Teachers will send a postcard via Purple Mash with daily links to White Rose Maths lessons and Oak Academy lessons.
- We will post out a maths booklet to accompany the online White Rose lessons and a Home Learning Journal to record additional activities.

## **3 If a full class bubble is forced to close due to a positive Covid-19 case or there is a full lockdown and primary schools are instructed to close (remaining open to key worker and vulnerable children only)**

In the case of a lockdown, where some children will be attending school and others are required to learn remotely (or a mixture of both), teachers will plan the same activities for both school and home – accessing the same online platforms and using the same resources.

- Home Learning packs, containing workbooks and paper resources will be provided with the request to collect from school where possible.
- Teachers will actively correspond and maintain contact with all children through Purple Mash activities and postcards on a daily basis.
- In a full lockdown, Home Learning Opportunity grids will be emailed weekly to all parents. These will offer a suggested structure for the day to support parents in organizing and motivating children.

## **Realistic Expectations**

We know how hard it is for parents to support home learning for primary children – especially those in Early Years and the Infants. Younger children require a level of supervision that some of you may struggle to provide, especially if you are juggling working from home yourselves. Our Home Learning plans attempt to address this by providing a range of different activities, requiring a different level of input and supervision.

This will include:

- Pre-recorded videos, which can be paused and viewed at any time, for teaching maths, phonics and topic work.
- Online tasks and activities via Purple Mash.
- Workbooks and paper resources.
- Storytime sessions (online and audio) plus access to Oxford Owl reading scheme ebooks.

## **Engagement and Feedback**

We will use Purple Mash as our platform to share instructions, provide feedback on tasks and generally correspond with you and your children. The daily postcards and Purple Mash activities will be accessible between 8am and 4pm.

Teachers will encourage the uploading of examples of work undertaken at home, to offer support and celebrate progress. Daily feedback and interaction will be provided by teachers in response to tasks undertaken.

It is our intention and hope that all children will engage as fully as possible, on a daily basis. Corresponding daily with children is also important for pastoral care and support. Teachers will phone parents each week to offer guidance and reassurance in overseeing and delivering home learning. We encourage parents to contact school with any issues or concerns.

## **General Questions Regarding Remote Learning**

### ***Is my child expected to do work at home when they are ill?***

If your child is ill, they must take the time to rest and recover and are not expected to complete remote learning whilst they are unwell.

### ***What if I have issues with IT and suitable devices?***

We have asked all families to complete a questionnaire regarding IT issues which may impact on access to online learning. We have endeavoured to follow up the responses received, offering support where possible. The DfE has been providing schools with additional laptops to loan for children's use. These have been issued on a quota basis according to schools' individual circumstances. St Gabriel's has been allocated 4 devices via this route. The LA has provided an additional 6 from other DfE sources. It is important that these are loaned to families with most need. If you experience difficulties, please contact school.

### ***How will my child with Special Educational Needs be supported?***

All children with identified special educational needs will receive additional personalised support and resources. Teachers will respond to children on an individual basis and therefore plan appropriately to ensure every child is able to achieve.

### ***How do I keep my child safe whilst accessing remote learning?***

All children should be supervised whilst using the internet to ensure that they are only accessing content that they have been instructed to access for their home learning activities. Direct links will be provided to activities or lessons on websites, including YouTube. Your child will not be requested to undertake internet searches for themselves.

### ***Why are the teachers not delivering live lessons?***

Schools are encouraged to deliver remote learning in the ways that they feel are most appropriate to their setting. Some larger primaries, or those with low numbers of key worker children attending during a lockdown, may favour 'live streaming' of lessons. This is likely to take the form of staff delivering live voice over commentaries (whilst sharing documents on screen) or a more general introductory talk about the day's work. These methods can be effective when staffing capacity allows, but can be problematic when teachers are needed in the classroom to teach. For this reason, this approach is not readily an option for remote learning when individual children need to self-isolate and the rest of the class are in school, needing to be taught as normal.

At St Gabriel's, we have opted for a personalised and interactive approach to remote learning which remains constant and thereby familiar to both parents and children. So, whether an individual child is self-isolating, or the whole class bubble, or part of the class cannot attend in a lockdown, the remote learning style is the same.

Some parents have questioned the option of 'fly on the wall' style streaming via a class webcam. We feel this is neither appropriate for younger children (for obvious safeguarding and intrusion reasons), nor is it most effective – offering no personal response to those viewing. By contrast, we have opted to use pre-recorded lessons, in the form of White Rose Maths, Read Write Inc and Oak Academy, where the lesson can be paused and listened to at any time. This offers children additional support and a slower pace, if needed. Your child's teacher can then post additional messages and instructions, on Purple Mash postcards, to provide a personalised response to tasks undertaken – offering guidance and challenge, in the way they would in class. From our questionnaires to parents, we are very aware of the fact that many families have several children of different ages all needing to follow remote learning at the same time. This can be a real challenge, not only in terms of available devices, but in terms of juggling the supervision of younger children to be online at set times to receive live messages from school, when parents could be needing to take that all-important call for their own working needs!

The DfE has stated *what* remote learning should offer, but has not instructed *what* its content should be nor *how* this should be delivered. Each system undoubtedly has its own merits and limitations. There is no easy, one size fits all solution.

On behalf of all the staff, thank you for your continuing efforts in supporting your children's learning at home.