



# St. Gabriel's Catholic Primary School

*Serving the Community of Higher Folds*

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## St. Gabriel's Catholic Primary School



### Remote Learning

Reviewed month/year: \_\_\_\_\_

To be reviewed month/year: \_\_\_\_\_

Signed on behalf of the Governors: \_\_\_\_\_

Date adopted by the Governing Body: \_\_\_\_\_

Headteacher: \_\_\_\_\_

*Pray, Learn, Achieve, Celebrate together.*

## **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 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?**

- If there is a notice period prior to remote education, pupils will be provided with a paper-based work pack, workbook and stationery to assist with home learning.
- If there is no notice period, pupils can continue to access learning through Bug Club, Purple Mash and Spelling Shed. Additional work resources can be accessed through Class DoJo or SeeSaw.

### **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?**

- 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. For example, some aspects of the curriculum may require practical resources that not all pupils may have access to at home. Eg, magnets for Science, PE equipment, protractors for angle work in Maths.
- The remote curriculum should cover Religious Education, Maths, English and Science as well as Foundation subjects including PE, Art, Geography, History and Spanish
- We aim to provide opportunities for pupils to be active, either in physical activity or through outdoor learning opportunities to avoid pupils sitting at screens all day

## 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	5 hours per day
Key Stage 2	5 hours per day

## Accessing remote education

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

Online remote education will be accessed via Seesaw (Early Years) and Class DOJO (Key Stage 1 and 2)

There will be ongoing access to Bug Club, Purple Mash and Spelling Shed

Live lessons will be facilitated through Microsoft TEAMS

### 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:

- Families are contacted and devices are allocated where needed
- Priority is given to CLA children and those who are in receipt of Free School Meals
- Parents / Carers can also request a device
- Support with internet access will be sought through the DFE for either 4G routers or data top up
- Paper based work will be provided to pupils who still cannot access online learning

## **How will my child be taught remotely?**

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

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

## **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 are to follow the protocols set out in the remote learning policy about how to engage and behave during remote sessions
- Parents / Carers are asked to read the protocol and sign it before their child can access any remote sessions
- Support is also offered to parents during weekly welfare phone calls by SLT
- Children are expected to engage with the work set to the best of their ability
- Parents can support their child with encouragement and reminders
- It is best for pupils to work independently and parents can contact teachers to communicate any difficulties their child experiences with the work set
- This enables teachers to have an accurate assessment of what each child can or cannot do

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

- Two members of staff attend live sessions, one delivering the session, one to monitor behaviour and engagement
- Staff use questions to engage pupils in learning and feedback is given instantly
- The children's work is marked and assessed after each session
- Attendance registers are kept per session and lack of engagement is followed up with phone calls to Parents/Carers or messages sent via Class DoJo

## **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:

- Feedback is provided daily
- Remote sessions may be extended to reinforce learning further for pupils who require additional support
- Whole class feedback will be provided at the beginning of sessions if areas of learning needs to be reinforced

## **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 will access whole class remote learning sessions on Microsoft Teams, however questioning will be differentiated to their individual needs
- Work set on Microsoft Teams or DoJo is matched to needs of individuals
- Additional instructions are given for individual children at the end of Teams calls if needed
- In some cases, pupils may join the initial live lessons and then leave to complete work set for them, if more appropriate
- Class teachers to ensure Dojo is used to communicate with parents and provide further support via this if needed
- Pre-recorded lessons are used where needed to allow for differentiation of work for pupils' abilities

## **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?**

- If a whole class needs to isolate, then full remote sessions will be offered as described
- If a group of children or an individual needs to isolate, then work will be uploaded to Microsoft Teams or Class DoJo
- Videos from Oak Academy will be used along with other online resources and paper based learning offered
- Teachers will remote in at least once a week as a welfare check