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

The move to remote education should be seamless. Children should log on to Seesaw and begin to work through the tasks set. Every child has a log-in which they are used to using for their homework. Reading should be continued by logging on to the reading platforms.

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

Remote education provision will be made available immediately. Pupils will be sent home with workbooks, writing books and reading books. A pack of work will be sent electronically for each year group, if necessary. Pupils must always use online systems: Seesaw, Collins Big Cat ebooks, Pearson's Bug Club Active Learn, Lexia, and TimesTables Rock Stars.

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?

The remote curriculum mirrors, as far as possible, the curriculum taught in school. The curriculum booklets containing key texts are a key document in that they link all the subjects together. Occasionally, it may be necessary to adapt subjects because resources at home may be limited. For example, practical activities like making a circuit, may be replaced with an online or paper-based activity explaining how a circuit works.

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:

F2 Key Stage 1 - Year 1 & 2	3 Hours – is the minimum expectation for remote provision. Children are also expected to read every day.
Key Stage 2: Years 3-6	4 Hours – is the minimum expectation for remote provision. Children are also expected to read every day.
Key Stage 3 and 4	N/A

Accessing remote education

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

Our Lady of Pity Catholic Primary School uses the following online platforms:

All children and parents are provided with log-ins and children are taught to use the platform whilst they are still in school. Electronic devices, such as ipads, are available for loan. This helps all children to access the platforms independently.

Seesaw – This is the platform that contains all the lessons taught by the teachers.

Zoom – This is the platform for Whole School Collective Worship and for a weekly year group meeting with the teachers.

Big Cat ebooks Reading Platform – Children in F2 & KS1 are allocated levelled reading books on this platform.

Bug Club Active Learn Reading Platform – Children in KS2 are set levelled reading books with comprehension questions, using this platform.

Lexia/Nessy – This platform supports children who will benefit from extra support in literacy.

Easimaths – This platform supports children in F2 and older children who may benefit from extra support in maths.

TimesTables Rock Stars – This platform aids speedy recall of multiplication and division facts.

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:

- Ipads are available from the school office on request, please contact 0151 6776262 or schooloffice@ourladyofpity.co.uk. These devices can be delivered if required. Parents need to contact the school office team to book an iPad. These Ipads come with step-by-step instructions on home usage and telephone support is available.

- If wifi access is a problem, free wifi cards are issued.

- All pupils are given home packs which have paper copies of all resources. These are collected or delivered as appropriate.

- All pupils who are not accessing online learning are supported from phone, daily if necessary.

In the exceptional circumstance that a pupil cannot access any form of remote learning, paper copies of work could be submitted into school.

How will my child be taught remotely?
We use a combination of the following approaches to teach pupils remotely:

- Most learning is set on Seesaw. Teachers interact through recorded teaching or set work with a clear explanation of what is expected.

- All subjects are taught with as close a match to the normal timetable as possible.

- Some live teaching sessions through Zoom.

- Worksheets, textbooks, maths books and bespoke curriculum booklets are produced by teachers (e.g., workbooks, worksheets)

- Whole class reading books are supplied, one copy per pupil.

- Reading books are supplied to compliment the online reading platforms.

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 all pupils to engage every day in online teaching and to submit work in all core tasks.

- We expect parents to support children by setting a routine and providing the simple structure that meets the child's basic needs.

- We expect the parents to liaise swiftly with the school if there are barriers to learning.

- We expect parents to respond if the school makes phone or email contact.

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

- Every day the teachers check the level of engagement with the pupils in their class using the online systems.

- If a child does not complete their work remotely, the teacher or teaching assistant will make contact with the parent to offer support. In some circumstances, home visits can also be used to support children's learning.

- If the child's learning is suffering due to lack of engagement, the school will contact the parents and work with them until a solution is reached. This may include bringing the child into school as the child may now be classed as a vulnerable learner.

- All reasonable steps should be taken by parents to ensure that learning can be completed at home, as the home environment is known to be the safest place during the pandemic.

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:

- Pupils receive written or oral (recorded) feedback on most pieces of work using the platform Seesaw.

- Pupils receive feedback every day.

- If appropriate, pupils receive whole class feedback.

- Older children are encouraged to check simple work, for example, simple spellings or calculations using an answer sheet released at the end of the day.

- Sometimes, teachers will phone individual pupils, especially if a misconception is getting in the way of future learning.

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 special educational needs and disabilities receive a differentiated learning pack to match their ability. This pack will contain props and visual resources to help with their learning.

- Pupils with SEND, sometimes have individual lessons on Seesaw with teacher voice.

- Teachers/teaching assistants will contact the pupil weekly, or as needed, through telephone, email or Zoom.

- Individual licenses are given for online platforms such as Nessy and Easimaths.

- Teachers liaise with parents to devise timetables and remote learning strategies for pupils with SEND.

- Tasks for younger pupils are designed to be easy to access and to utilise the child's natural ability to be curious and to play.

- Home learning strategies are discussed with all pupils including younger pupils and pupils with SEND. The overarching aim is to create autonomous learners from the outset.

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?

Strategies differ according to the level of isolation.

- Work can be put on to Seesaw.

- Learning packs can be emailed or sent to the family.

- Teaching assistants are available to contact the family.

The main difference between remote learning (when the school is closed to most pupils) and when a child is self-isolating is that the number of recorded lessons recorded by the teacher will be fewer. Therefore, whilst the work will be personalised the pupil may not see the teacher on screen.