



St Teresa's Catholic Primary School

Remote Learning

School Offer

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?

From the first full day of school or class closure, our virtual learning platform will be fully operational and the full remote curriculum will be in place.
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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?

St Teresa's Catholic Primary School teach the same curriculum remotely as we do in school wherever this is possible and appropriate. However, we may need to make adaptations in some subjects. For example, some core and foundation subjects may be delivered using approved providers, e.g. NCETM, The Oak Academy, STEM.

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	Pupils in Years 1 and 2 have four lessons daily. These lessons will last a total of three hours, including the teacher facing time and the time allocated to complete the task.
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Key Stage 2	Years 3-6 will have four lessons daily, each of an hour's duration. This time includes the teacher facing time and the time allocated to complete tasks.
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Accessing remote education

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

Our virtual learning platform is Microsoft Teams. Your child has a personal login that takes the format of their first name followed by a dot, their surname then @st-teresasrc.essex.sch.uk. For examples, Jess Smith's login would be:

Jess.Smith@st-teresasrc.essex.sch.uk

Each child has their own password which has been shared. If misplaced, you can contact your class teacher who has a record.

We also use lessons from:

The Oak National Academy <https://www.thenational.academy/>

White Rose Maths <https://whiterosemaths.com/homelearning/>

NCETM <https://www.ncetm.org.uk/in-the-classroom/teaching-maths-through-the-pandemic/primary-video-lessons/>

Purple Mash <https://www.purplemash.com/sch/stteresasss14>

TT Rockstars / Numbots <https://trockstars.com/>

This list is not exhaustive

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 may be able to loan families without devices or connectivity equipment that allow them access to online learning. Please contact the school if this affects your child's learning.

You may contact the school either by telephone or emailing office@st-teresasrc.essex.sch.uk to inform us of the difficulties you encounter. A member of the school staff will contact you to ascertain your needs.

For families that prefer to have paper copies of work, or that do not have printing facilities, packs are available for collection from 8.30 on each Monday morning. Please ensure you order a paper pack via the school office. However, Teams does provide a remote edit and return facility that allows the teacher to give your child feedback on their learning remotely.

How will my child be taught remotely?

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

Lessons will take place primarily through live online sessions. These lessons will be recorded and made available so that pupils can access them if they are, for any reason, unable to be present when they are live. It will also allow children to revisit the teaching if required. Tasks to practise the skills and embed the knowledge taught will follow each session. Some of these tasks should be turned in for teacher assessment and feedback. However, there will be some tasks that are for practise only and will not require turning in. It remains important that these are completed by pupils.

Live Lessons are our primary method of delivery core literacy and maths.

The wider curriculum is delivered via lessons from Oak National Academy.

Year 1 to Year 3 will continue to receive daily phonics teaching to support their developing decoding and encoding skills (reading and spelling).

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- 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)

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 expected to attend each lesson, or to catch up with each recorded lesson, provided by their teacher daily. They must complete the task set, and submit work for assessment when directed.
- Parents can support their child's engagement by providing a purposeful, calm atmosphere for children to work in, minimising distractions and monitoring your child's online behaviour, to ensure appropriate online learning behaviour. A guidance document is available on the school website.

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

We will take all actions possible to ensure that your child is engaging with remote learning by:

- Taking online attendance during each lesson,
- Monitoring and assessing turned in tasks
- Speaking to children on the virtual learning platform
- Contacting parents if attendance is irregular and/or tasks are not regularly completed.

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:

There will be tasks that will be assessed and feedback given daily. However this may take several forms.

- Response from teacher electronically
- Verbal feedback, either individually or during a live lesson if appropriate
- Whole class review and self-marking
- Quiz or test scores

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:

You will receive weekly contact from a member of the school staff to ensure that you and your child are well and are able to manage the learning.

Teachers will:

- Provide a personal Teams space for your child where communication between you, your child and the class teacher can take place.
- Appropriate adaptations / differentiated tasks are available.
- Bespoke learning materials, e.g. videoed lessons, that address your child's specific needs are posted.

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?

Tailored work, covering all key objectives, will be posted to children self-isolating on Teams for the duration of the isolation period. The work can be returned electronically for feedback and assessment.