



St. Columbas Catholic Primary School

Church Lane, Walney Island, Barrow-in-Furness Cumbria LA14 3AD

Head Teacher: Mrs C O'Donnell

Tel: 01229-471522 Email: admin@stcolumbas.cumbria.sch.uk

"I have come that they may have life and have it to the full" (John 10 : 10)



St Columba's Catholic Primary School

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 in circumstances when in-person attendance is either not possible or contrary to government guidance. This might include:

- occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government;
- occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, e.g. pupils with an infectious illness.

For details of what to expect where individual pupils are self-isolating, please see the final section of this document.

Reference throughout has been made to the [DfE: Providing remote education - guidance for schools](#).

Rationale

At St. Columba's we nurture every child's unique God-given talents to enable them to flourish in a climate of high expectations, innovation and creativity. If children are unable to attend school due to closures, we are committed to providing remote learning opportunities to deliver a coherent range of curricular experiences. The policy outlined here reflects a clear commitment to reinforce skills and give pupils access to learning activities which will meet their needs, building upon prior learning.

Our Aims are:

- To have structured daily opportunities to connect with learners across the school week
- To provide continuity of learning and skills development
- To ensure planning for opportunities for pupil achievement and attainment
- To ensure we get it right for every child and that all young people in our school are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included
- To keep children safe

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?

In the first day or two of pupils being sent home we would encourage reading and basic 4 rules of number.

Staff will send home workbooks, reading books, and maths sheets to ensure the basics are covered immediately

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 but will need to make adaptations in some subjects so parents are more able to support this. This will be on Google Classroom/Dojo or Tapestry
- We will include videos for phonics
- We will follow White Rose maths
- All schemes can be assessed remotely

The role of staff:

- To provide a learning platform where all children have the opportunity to engage in learning. This will be done via Google Classroom, Dojo or Tapestry depending on age
- To observe and monitor children's learning
- To provide support and guidance for pupils
- To engage with effective learning and teaching resources
- To provide feedback to parents or pupils
- To keep a record of attendance, behaviour and quantity of work
- To promote an ethos of inclusion, respect, fairness and equality
- Ensure that cyber resilience and internet safety is crucial

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We will consider providing remote education equivalent in length to the core teaching pupils would receive in school and including recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently:

Key Stage 1	3 hours a day on average across the cohort for Key Stage 1, with less for younger children.
Key Stage 2	4 hours a day
EY	2 hours a day following the guidance from staff

Accessing remote education

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

All content will be made available on Google classroom, Dojo or Tapestry so parents can access via I pad, laptop, phones If this is not an option then a pack of work can be collected from the school office on a Fri pm

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 will issue or lend laptops or tablets to pupils, by letting school know and signing a device out of school • If you need support to get online the office can do this if you let them know • Any printed materials can be collected from the office on a Fri pm • Work can also be dropped off for the teacher to mark

How will my child be taught remotely?

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

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)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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?

- To participate in online learning and activities as published by their teachers
- To behave for parents at home and complete the work set
- To follow the rules about being safe online
- To ensure everyone feels **valued, respected** and **included**
- To promote **respect** in relation to the **rights** of others
- To **contribute** their views through Google classroom/Dojo or Tapestry
- To offer **peer support** and guidance through shared learning

The role of parents:

- To encourage pupils to access online learning and associated activities
- To support the school values
- To foster an open pathway of **communication** between the school and home where appropriate
- To sign up to Google Classroom/Dojo/ Tapestry
- To contact the school if you are having trouble accessing work
- Ensure internet safety at home
- Monitor your children online

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

Staff will check every morning and afternoon and contact parents if there are concerns

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:

- We will mark the work the children produce and provide feedback

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:

- Inclusion is a priority and support will be given to ensure SEND pupils have full access and support
- Regular check ins
- Visuals
- Recordings
- Chunking
- Awareness

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?

The work will be there for all pupils regardless of whether they are at home or in school.
The teacher will not be as available to speak with the child while teaching the children in school