

St Luke's RC Primary School

Remote Learning Offer January 2021



“At St. Luke’s School we follow the example of Christ. By being God’s disciples here on Earth. We strive to be the best that we can be. To do the best that we can do and to make God proud.”

The remote curriculum: what is taught to pupils at home

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education when pupils are required to remain at home due to COVID-19.

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

At St Luke's, we have three different scenarios for remote learning which will impact upon the work set.

- **Scenario A - Independent Learning:** A child has to go for a test and / or is waiting for a result. This will usually be for 48/72 hrs.
- **Scenario B - Parallel Learning:** A child has to self-isolate due to being a contact of a positive case. This will be for 10 days after the contact with the positive case.
- **Scenario C - Full Remote Learning:** A child has to self-isolate due to being a positive case and the whole bubble has to isolate or a national lockdown.
A pupils first day may look slightly different whilst teachers take the necessary actions to prepare for a longer period of remote teaching. However, work will be uploaded to Seesaw or Evidence Me as soon as possible and live teaching will begin on day two.
- **Scenario D – Class Teacher is Ill during Scenario C** – No live lessons until the class teacher is better. Work will be set by another teacher/SLT and marked by a teaching assistant in school.

Our expectations for each of the home learning scenarios

EYFS

Scenario A

INDEPENDENT LEARNING - Child is symptomatic and waiting for a test/results.

Academic Support:

- Tasks to be completed on the online learning platforms independently with parental support as needed.
For Reception children these include - Rising Stars Reading Planet Online, Phonics Play, Teach Your Monster to Read and Numbots.
For Nursery children these include – Rising Stars Reading Planet, CBeebies Story Time and Playtime Island.

Feedback / Assessment:

- Teachers will monitor online platforms but no formal feedback will be given.

Contact:

- Parents are expected to inform the school of any test result at the earliest possible moment through any of the school communication channels.

Expectations:

- **Tasks are there to support parents, there is no expectation of completion if the child is ill.**
- **Parents are expected to inform the school of any test result at the earliest possible moment through any of the school communication channels.**
- **If parents need to contact the class teacher, they must ring the school office and arrange a telephone appointment.**

Scenario B

PARALLEL LEARNING - Child identified as a contact and is self-isolating for 10 days.

Academic Support:

- Tasks will be set via 'Evidence Me' for the child to complete each day.
- Online learning via the above formats will still be available in addition to this.

Feedback / Assessment:

- Feedback will be given to work on 'Evidence Me' and teachers will monitor the other websites and set assignments as appropriate.

Online Contacts

- Opportunity to contact the class teacher via 'Evidence Me'.

Expectations:

- **Tasks / Activities provided should support learning for 1 to 2hrs per day. For EYFS children activities should be done in 'short bursts'.**

Scenario C

REMOTE LEARNING - Bubble has been asked to isolate as a whole.

Academic Support:

- Work will be set for the whole bubble that continues to put into practise any previous learning from the Early Years Foundation Stage curriculum.
- These activities will cover the full range of the curriculum taking into account parent's availability whilst working from home and access to resources.
- Parents will be receive an email via 'Evidence Me' details of the days learning.
- The email will direct parents to the appropriate daily lessons.
- The email will contain a link for a live lesson that will take place over Google Meet. These live lessons will be recorded and children who are unable to attend the live session will be able to watch the recording of the lesson and complete the tasks

which the teacher set. Learning for all other areas will be sent via the 'Evidence Me' email.

	EYFS Home Learning		
Date:			
Today's Google-Meet Code:			
Come and join in a live lesson  with one of your teachers.			
<i>Today's Follow-up Activities</i>			
Communication, Language  and Literacy:			
Phonics: 			
Maths: 			
Today's Other Area of  Learning is:			
Remember there's always lots of online activities to access:			
			

Feedback / Assessment:

- Parents will use 'Evidence Me' to record what their child has done using photographs, videos or typed notes. Teachers will respond by email using 'Evidence Me' giving feedback to parents and children.

Online Contact:

- Parents using 'Evidence Me' can contact their child's class teacher and comment on their children's learning online.
- Children can contact their teacher via 'Evidence Me'

Expectations:

- **Engagement in online live lessons.**
- **Appropriate behaviour during 'live' meetings.**
- **Tasks / Activities provided should support learning for 1 to 2hrs per day. For EYFS children activities should be done in 'short bursts'.**

Completion and evidence of completing tasks set for the key skills of Communication, Language and Literacy, Phonics and Maths.

Please send evidence at least once week in the form of several photographs or videos with some explanatory notes via an observation on 'Evidence Me'.

Scenario D

STAFF ILLNESS - The class teacher is ill during scenario C.

If during scenario C the class teacher is ill, parents will be informed and the Google Meet lessons will not take place. A member of SLT or the parallel class teacher will set activities for the class on Evidence Me and children will also be advised to access the additional

learning platforms. Work will be monitored by a teaching assistant in school whilst the class teacher is ill. Please note, there is still an expectation that the children complete any of the other tasks the teacher has set.

KS1 and KS2

Scenario A

INDEPENDENT LEARNING - Child is symptomatic and waiting for a test/results.

Academic Support:

- Tasks to be completed on the online learning platforms (Ed Shed, Times Table Rockstars, MyMaths and Rising Stars Reading Planet independently).
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Feedback / Assessment:

- Teachers will monitor Ed Shed, Times Table Rockstars, My Maths, Rising Stars Reading Planet Online but no formal feedback will be given.

Contact:

- Parents are expected to inform the school of any test result at the earliest possible moment through any of the school communication channels.

Expectations:

- **Tasks are there to support parents, there is no expectation of completion if the child is ill.**
- **Parents are expected to inform the school of any test result at the earliest possible moment through any of the school communication channels.**
- **If parents need to contact the class teacher, they should contact them via Seesaw.**

Scenario B

PARALLEL LEARNING - Child identified as a contact and is self-isolating for 10 days.

Academic Support:

- Tasks will be set on Seesaw for the child to complete each day.
- Online learning via Ed Shed, MyMaths, Timetable Rockstars, Numbots and Rising Stars Reading Planet Online will still be available.

Feedback / Assessment:

- Feedback will be given to work on Seesaw and teachers will monitor the other websites and set assignments as appropriate.

Online Contacts

- Children will have the opportunity to contact the class teacher on Seesaw Class.
- Parents will have the opportunity to contact the teacher via Seesaw Family.

Expectations:

- **Tasks / Activities provided should support learning for:**
- **KS1 – 3 hours a day**
- **KS2 – 4 hours a day**

Scenario C

REMOTE LEARNING – Bubble/class has been asked to isolate as a whole.

Academic Support:

- Work will be set for the whole bubble that continues to put into practise any previous learning from the national curriculum.
- Work will be set for the whole bubble that continues to teach the national curriculum as it would be in school.
- These activities will cover the full range of the curriculum taking into account parent's availability whilst working from home and access to resources.
- Daily English and Maths sessions will take place over Google Meet- the teacher can provide clear direction and support. We aim to introduce the lessons on Google Meet and then be available on Seesaw if anyone needs to contact their teacher whilst completing the work. The lessons will be recorded and children who were unable to attend the live session will be able to watch the recording of the lesson and complete the tasks, which the teacher has set. Please find the information about Google Meet in this pack.
- Year 2-6 will provide an afternoon lesson on Google Meet to introduce foundation lessons.
- All foundation learning will be set on Seesaw.

Feedback / Assessment:

- Work will be marked on Seesaw and feedback will be given to the children daily.
- Instant marking on MyMaths and all other online platforms.
- Instant feedback given during live lessons.

Online Contact:

- Parents using Seesaw Family can contact their child's class teacher and comment on their children's learning online.
- Children can contact their teacher via Seesaw and speak to them during the live lessons.

Expectations:

- **Engagement in live lessons.**
- **Appropriate behaviour during 'live' meetings.**
- **Tasks / Activities provided should support learning for 3 hours a day (KS1) or 4 hours a day (KS2).**

Scenario D

STAFF ILLNESS - The class teacher is ill during scenario C.

If during scenario C the class teacher is ill, parents will be informed and the Google Meet lessons will not take place. A member of SLT or the parallel class teacher will set activities for the class on Seesaw and children will also be advised to access the additional learning platforms. Work will be monitored by a teaching assistant in school whilst the class teacher is ill. Please note, there is still an expectation that the children complete any of the other tasks the teacher has set.

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, we appreciate that many children may not have the resources needed to continue with art or DT at home. We also understand that not everyone has access to mathematical resources for concrete learning in Maths so may need to make reasonable adjustments.

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:

Early Years	Between 1 – 2 hours. Activities are best completed in 'short bursts'.
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Key Stage One	A minimum of 3 hours.
Key Stage Two	A minimum of 4 hours.

Accessing remote education

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

In EYFS, we use Evidence Me as our remote learning platform and Google Meet for live lessons.

In Key Stage One and Two, we use Seesaw as our remote learning platform alongside Google Meet for our live lessons. All pupils have access via their personal school email addresses. Parents can keep up to date with children's work and see their submissions by signing up to Seesaw Family. Teachers will upload children's work to Seesaw with any PowerPoints, worksheets or interactive activities. Clear expectations will be set as to how the children respond.

All children have been provided with a home learning book to work in at home. Additional resources such as whiteboards, whiteboard pens, pencils and rulers have also been provided in certain classes dependent on need. Parents can contact school to collect further workbooks, pencils and pens if they require them.

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 have a number of devices set up ready for use at home. If any of our families do not have access to a device which enables access to our online learning platforms, they are encouraged to contact school as soon as possible.

If families are struggling with the number of devices per family and children cannot access the live lessons, school will further endeavor to support families so all children have the best possible chance of engaging with their learning.

Parents will be encouraged to sign a user agreement so we can keep track of lending and ensure appropriate use.

If families do not have internet access, they are encouraged to contact school as soon as possible as we have acquired 4G sim cards from Vodafone for those in need of data.

Although we use Evidence Me and Seesaw for our remote learning, children will be required to complete much of their work in their home learning book. If worksheets cannot be printed, teachers will recommend suitable adjustments so the children can complete the work.

How will my child be taught remotely?

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

- Live teaching
EYFS and Year 1 – 1 English and 1 Maths lesson a day
KS1 and KS2 – 1 English, 1 Maths, 1 afternoon live (introduction of activities), 1 Religion lesson per week and 1 live PE lesson a week.
- Work set by the teacher will be uploaded onto Seesaw/Evidence Me for the children to respond to.
Teachers will include resources they feel appropriate to aid learning and completion of the activities.
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Online learning platforms
MyMaths, EdShed (Spelling Shed and Maths Shed), Numbots, Times Table Rockstars, Rising Stars Reading Plane and Teach Your Monster to Read.
- Reading books pupils have at home.

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?

Staff can expect pupils learning remotely to:

- Participate in every live lesson.
- Work to the best of their ability in every lesson.
- Complete all of the work set by the teachers each day.
- Read every day.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they are unable to complete their work or cannot access the live lessons.
- Follow the rules and regulations involving the online Google Meet sessions.
- Use Seesaw responsibly.

Staff can expect parents with children learning remotely to:

- Ensure that their child has the encouragement and support to complete work / tasks.
- Ensure that their child has routines and structures in place for their day.
- Make the school aware if their child is sick or otherwise can't complete work.
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.

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

- Teachers will monitor work received on Seesaw and Evidence Me daily.
- Each teacher completes a weekly tracking sheet, monitoring engagement in live lessons and submission of online learning.
- Registers are taken at the beginning of each live lesson to see the attendance of those in each class.
- Teachers will contact families on Seesaw for those with less engagement. If the teacher finds this hasn't worked or does not improve, they will liaise with Mrs Okoli, who will make a welfare check.
- Welfare calls are made to pupils and parents with less engagement by Mrs Okoli. Encouragement and support will be provided to the family.

How will you assess my child's work and progress?

Feedback can be in 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.

At St Luke's we use a variety of approaches to marking children's work. As we use live marking during normal school time, we try our best to give verbal feedback as much as possible. Our remote approach to feeding back on pupils' work is as follows:

- Teachers will mark and respond to work daily during live lessons, on Seesaw and on Evidence Me.
- Posts on Seesaw may be edited and marked with pink and green – children should aim to correct their green pen. Please look back over your work on Seesaw as your child may not be notified of this change.
- Teachers may also respond to posts with written comments voice-recorded comments, however comments may not always be given.
- Feedback may come from the teacher or teaching assistant.
- During the live lessons, instant feedback will be given to pupils and in KS2, work may be marked with the children during the lesson.
- Children are encouraged to stay on during the live lessons for extra support if they are struggling so teachers and teaching assistants can support them further.
- If children have had difficulties with work in the previous lesson they will also be encouraged to stay on at the end of the live lesson so teachers or teaching assistants can address misconceptions and support them.
- Instant feedback is given on MyMaths, Ed Shed, TTRS and Numbots.

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:

- Interventions will still take place via Google Meet with teachers or teaching assistants for those that require them.
- Children will be allocated appropriate tasks and books on MyMaths and Rising Stars Reading Planet, according to their ability.