

St. Brendan's Catholic Primary School



Remote Education Provision: document to share information about our remote education.

This document is designed to share relevant information with pupils and parents or carers about how staff at St Brendan's Catholic Primary School will provide remote education. The information should be published on school websites by 25 January 2021 to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

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 if local restrictions require entire cohorts (or bubbles) to remain at home.

We have used the responses received from Parents for the IT provision survey sent via Class Dojo during November 2020 to support our decision making process.

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?

In the first instance of a pupil self isolating the school office will inform the pupils class teacher immediately. Via Class Dojo the class teacher will set tasks for the pupil to complete similar to those being covered in class or on areas the pupil can consolidate their knowledge e.g. IXL maths or grammar. Pupils will already have an appropriate reading book at home to support their reading skills.

It is expected that pupils will submit their completed tasks via Class Dojo for their teachers to provide feedback to them.

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.
- 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, if the activity is a practical science experiment and the resources needed would not be available to a child at home.
- Using IXL, pupils in Years 1-6 will be set bespoke Maths and English tasks to work on at home that will support their Individual development within the subject area, class teachers use their assessment information to make these informed decisions for individual children.

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:

<p>Primary school-aged pupils 3 hours a day, on average, across the school cohort</p>	<p>(Number of hours – there are minimum expectations for remote provision. Consider breaking this information down by key stage or year group if applicable) A typical day of remote learning would look like this in each year group / Key Stage beginning at 9am each day;</p>	
<p>EYFS</p>	<p style="text-align: center;"><u>Daily tasks</u></p> <p>Morning greeting and well-being activity (5 minutes) Reading activity using school book or e-book on oxfordowl.com (10 minutes) Phonics – Either own teacher or Read, Write Inc online activity (15 minutes) Spelling practice – recognising to read and write Tricky word list already provided (10 minutes) Maths – Teacher directed task focusing on one number per week (20 minutes) Take regular activity breaks during the morning and enjoy some fruit and water. Use recommended activity online exercise videos. End of the day story together. We will interact as a class on TEAMS during the day so that we can all connect together and share our work.</p>	<p style="text-align: center;"><u>Weekly tasks</u></p> <p>Monday – ‘Weekend News’ – independent writing task (20 minutes) Tuesday - Afternoon activities – shared on a Tuesday and cover the Foundation Subjects, Understanding the World, Expressive Arts and Design, PSHE and RE. Pupils can choose an activity per afternoon and can choose how to present it. (25 minutes) Tuesday – Literacy task set which link to a different text each week (20 minutes)</p>
<p>Year 1</p>	<p>Morning greeting and well-being activity (5 minutes) Reading activity using own reading book and the Reading Rainbow (15 minutes) Phonics – Either own teacher or Read, Write Inc online activity (15 minutes) English – Spelling – practise weekly spellings (5-10 minutes), Handwriting (10 minutes). Writing activity using Pobble 365 picture, English skills activity on IXL. (30 minutes) Maths – White Rose video or Teacher video showing new skills. IXL activity. (30 minutes) Take regular activity breaks during the morning and enjoy some fruit and water. Use recommended activity online exercise videos. Afternoon activities – shared on a Monday and cover Foundation Subjects, Science and RE. Pupils can choose an activity per afternoon and can choose how to present it. (1 hour) End of the day story together.</p>	

	We will interact as a class on TEAMS during the day so that we can all connect together and share our work.
Year 2	<p>Morning greeting and well-being activity (5 minutes)</p> <p>Reading activity using own reading book and the Reading Rainbow (15 minutes)</p> <p>Phonics – For some children only (15 minutes)</p> <p>English – Spelling – practise weekly spellings (5-10 minutes), Handwriting (10 minutes). Writing activity using Pobble 365 picture, English skills activity on IXL. (30 minutes)</p> <p>Maths – White Rose video or Teacher video showing new skills. IXL activity. (30 minutes)</p> <p>Take regular activity breaks during the morning and enjoy some fruit and water. Use recommended activity online exercise videos.</p> <p>Afternoon activities – shared on a Monday and cover Foundation Subjects, Science and RE. Pupils can choose an activity per afternoon and can choose how to present it. (1 hour)</p> <p>End of the day story together.</p> <p>We will interact as a class on TEAMS during the day so that we can all connect together and share our work.</p>
Year 3 and 4	<p>Wellbeing activity (5 minutes)</p> <p>Exercise activity (approx.10 -15 minutes)</p> <p>Reading activity using the reading rainbow (approx. 20 minutes)</p> <p>Maths Task – IXL Maths used for skills practice and/or a video to show new learning concepts with a task given to complete (approx. 45 minutes)</p> <p>English Task – Handwriting and spelling focus (approx.10 minutes) IXL English for skills practice of grammar and language structure(approx.10 minutes) Writing task focused on key text (approx. 30 minutes)</p> <p>Afternoon activities – these are shared on a Monday and cover the remaining foundation subjects. Pupils can choose which task they wish to complete on which day and submit it via Class Dojo once they have completed it.</p> <p>End of day story time together.</p> <p>During the day a half hour TEAMS chat would be arranged for the children to speak with their class teacher and one another.</p>
Year 5 and 6	<p>Wellbeing activity (5 minutes)</p> <p>Reading activity using the reading rainbow (approx. 30 minutes)</p> <p>Maths: tasks using IXL for consolidation or new learning (with video for example from White Rose or Oak Academy). This will support new teaching methods. This will be revisited on the same day to address misconceptions/progress learning (45 mins to 1 hour)</p> <p>English task – this will be taught as closely as possible to how it is in class. Texts will be analysed - looking at what particular features make it effective. This will help them with their independent writing. Throughout the week, grammar and spelling activities may also be given on IXL. (45 mins to 1 hour)</p>

	<p>Afternoon activities – these are shared on a Monday and cover the remaining foundation subjects. Pupils can choose which task they wish to complete on which day and submit it via Class dojo once they have completed it. (Timings can vary depending on the subject however on average a minimum of one hour is expected to be spent on each subject).</p> <p>There will also be different opportunities for children to participate in different PE activities. These will be shared on a Monday with the afternoon activities.</p> <p>The day end with sharing a story.</p> <p>During the day, a half hour TEAMS chat would be arranged for the children to speak with their class teacher and one another.</p>
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Accessing remote education

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

For online learning we use Class Dojo as the main communication tool between pupil, teacher and parent, 100% of parents are signed up to Class Dojo. (Appendix 1)

For English and Maths in years 1-6 we use the IXL online learning programme, (Appendix 2 explains this in more detail)

We have the infrastructure in place for all pupils to access TEAMS (if a bubble were to close) to enable them to speak with their class teachers and peers. This will be used for a wellbeing catch up only at this stage of remote education (your child's individual log in details and instructions will be shared with parents via Class Dojo if the need arose. We would not use this at the same time for the whole school due to constraints of sharing IT resources within the family home (Appendix 3)

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:

Following the IT survey we sent out to parents via Class Dojo in November 2020 we are aware of some pupil who will require support for online learning and contact will be made with them directly. We also know that we would need to stagger any TEAMS meetings for families to ensure each pupil could be supported to access this meeting (e.g. we would not organise every class to meet at the same time of the day).

- If you require IT support for online learning at home, please contact Mrs Brydon via Class Dojo as there is equipment we can loan to pupils to help them to access their online learning at home whilst they self-isolate.
- We have made an application to receive devices that enable an internet connection at home and if you need support for this, please contact Mrs Brydon via Class Dojo and you will be added to a list to receive this mobile data should we be successful in our application.
- If you stated you would prefer paper copies of the work for your child to access whilst at home. Your child's class teacher will contact you via Class Dojo with a date and time to collect the materials for your child to complete at home. We would ask that photographs of the work are taken daily and submitted via Class Dojo back the class teacher to enable the to provide feedback for each pupil.
- If you do not have online access to Class Dojo, work can be returned to school at an agreed time once a week. This should be arranged with the class teacher who will liaise with the school office.

How will my child be taught remotely?

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

The range of approaches we would use to teach pupils remotely are;

- Live teaching via TEAMS for wellbeing daily, (this would be story time in EYFS and Years 1 and 2) – children can meet with their class teacher to ask any questions and with their peers to share ideas around their tasks.
- Recorded teaching (e.g.Oak National Academy lessons may be shared for your child to access to support their learning for a particular lesson).
- Printed paper packs produced by teachers (for those parents who requested this via the school IT survey in November 2020)
- Reading books pupils have at home which are appropriate to the pupils reading ability.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences such as White Rose Maths, BBC Bitesize. (With White Rose Maths the following procedures will be put in place. This is dependent on the age of your child. With the older children, after the video has been shown, the children will have time to complete the independent work set and TEAMS will be used to mark work and address any problems that may have arisen with new learning).
- For longer projects, children are expected to show the whole journey of their work. For example, if children are expected to complete a history project, they will have to show: what research they have done about the topic; planning of their writing to the eventual final presentation.

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?

- Our expectations for pupils' engagement with remote education is to submit work daily to their class teacher via Class Dojo and to access IXL for the recommended time each day. Pupils can submit work in any form they wish e.g. journal, video, photograph, PPT etc. We also expect pupils to meet daily with their class teacher for feedback and to discuss their learning at an agreed time each day.
- Our expectations of parental support, for example, is to setting routines to support your child's education, ensure all other distractions are removed to help them focus on their learning. Encourage your child to message their class teacher if they are unsure of any task set and to ask questions as they would in class to support their learning.
- It is important to remember that parents are not expected to become their child's teacher, all tasks set will be something each pupil can engage with as independently as possible, with clear instructions on any parental support that may be needed.

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

- Class teachers will be available daily, if all pupils are remote learning, to support learning and engage with pupils regarding their learning and wellbeing. They will provide feedback daily to all pupils in the tasks they have set for each day. All class teachers (year 1 -6) have access to IXL, which they will check, daily for not only engagement but also length of time each pupil is actively engaged with this programme.
- Where engagement is a concern class teachers will connect parents to ensure everything is happening at home which could be impacting on a pupil's engagement with remote learning. During this conversation, class teachers will ensure the pupil has all resources available to them to access remote learning, if not senior leaders will work with the class teachers to address this promptly.
- If the concerns remain the class teacher will speak with senior leaders and they will contact parents to offer further support.

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:

- Class teachers will provide feedback via Class Dojo to the pupil's page; this may be in written form or verbal. The quality of the feedback provided will be in line with the daily classroom routines and expectations.
- Pupils can expect to receive feedback daily. When using IXL class teachers can direct and support whilst the pupil is active within their session.

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:

- Working with SEND pupils and their families: The school SENCO and Class teacher will communicate directly with families to support SEND pupil's individual needs. Individual work that is best suited to pupil's needs will be given, where work can be differentiated and adapted. Any resources that pupil's use in the classroom will be provided at home, where possible. The SENCO and Class Teacher will provide support and guidance for parents and carers in how best to support their child if this is required.
- We understand that EYFS and Year 1 children will require more support when accessing home learning, including accessing technology and requiring more direction and support. Class Teachers will prepare and set work that reflects this, which may include sharing videos of the teacher modelling tasks and teaching new concepts. The tasks will include a variety of presentation methods that reflect the child's interests, ability and support available at home. Tasks will be set that accommodate a range of home resource, such as using everyday household objects that you will have access to. Class teachers are able to support and advise individual families through Class Dojo or over the phone when required.

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 main differences between the approaches we have described in the rest of this document and those we have in place to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback are;

- Class teachers will set all tasks at the start of each day and are only available for engagement during lunch or afterschool. All feedback will be provided afterschool once the class has finished for the day.
- Children will be sent an invite to a TEAMS meeting afterschool each day to discuss their learning with their class teachers (if more than one child is self-isolating this will be a group meeting).

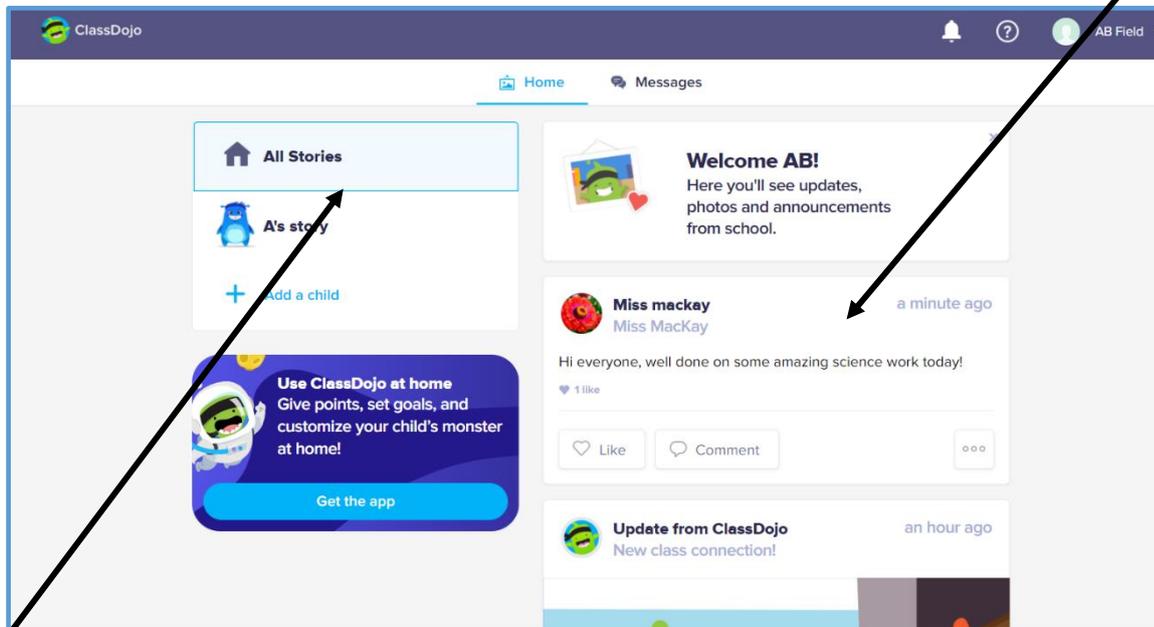
Appendix 1 – Class Dojo for parents instructions.



Parents Accessing Dojo:

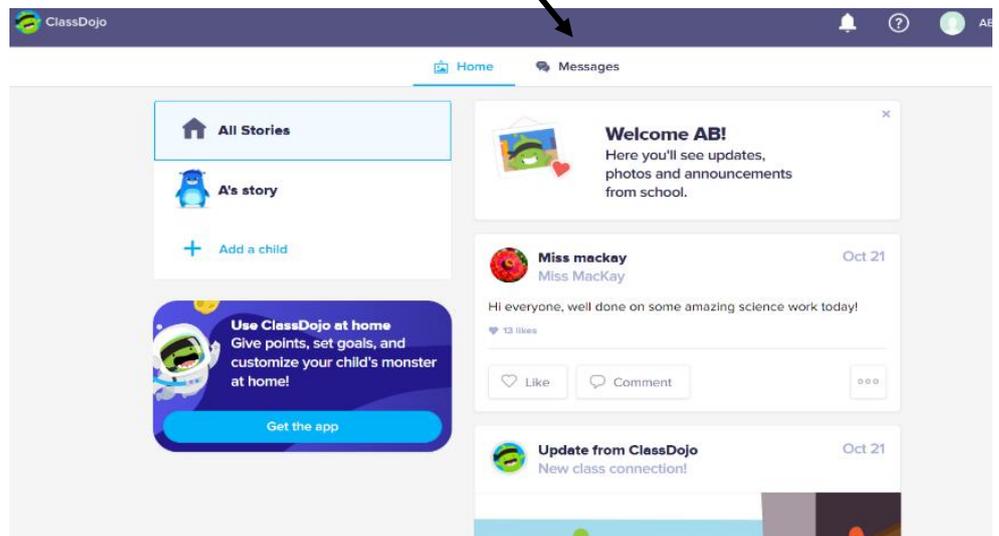
Welcome to the world of Class Dojo. Now that your child's class teacher has signed you up, you should have received an email with a link to sign up as a parent for the learning platform. This will enable you to see the work your child has posted and to communicate with their class teacher.

When you log in, your home page should look like the screenshot below. This is where you will be able to view what your child's class teacher (in this instance Miss Mackay) or Mrs. Brydon has posted.

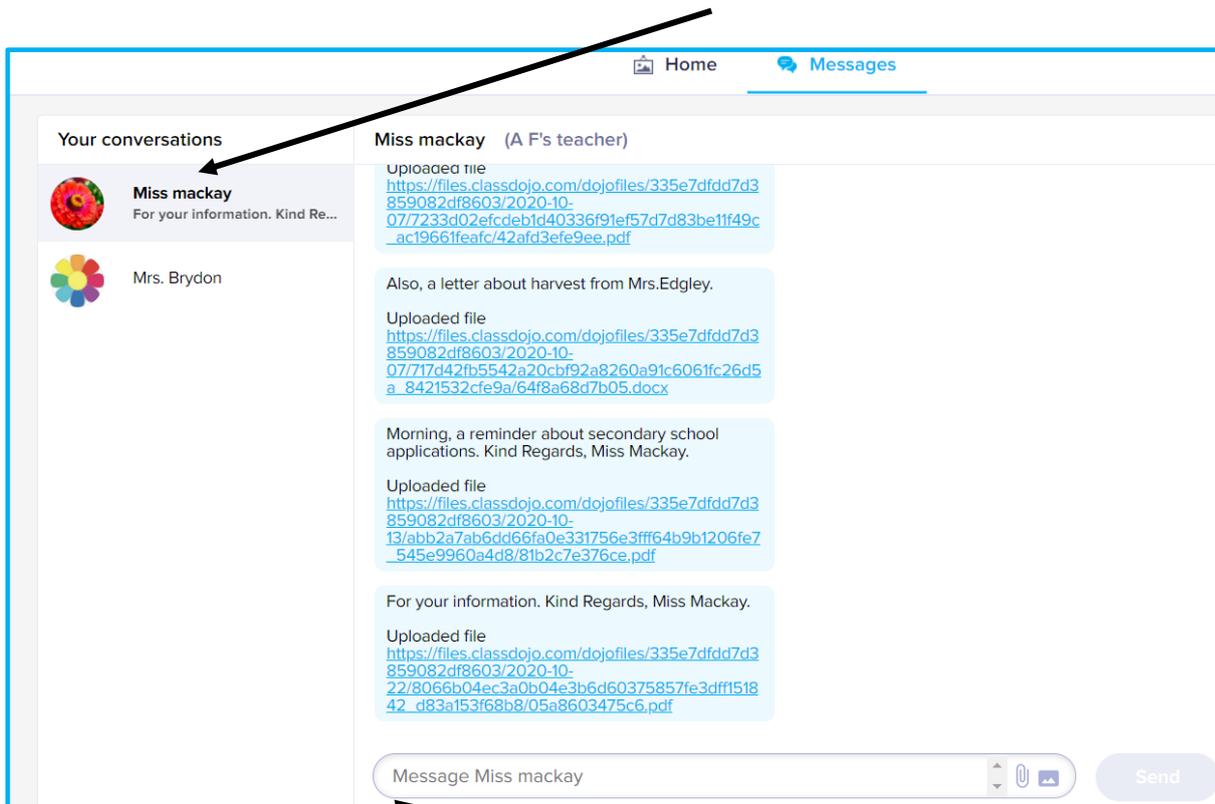


On the left-hand side of the screen is where you can see all the work your child has posted

If you need to contact the class teacher then you can click on the messages tab at the top of the home page.



You should then come to a page with who you can have a conversation with. This is situated on the left-hand side of the page.



At the bottom of the screen is where you can send a message and you will be notified when the teacher replies.

We hope this helps you with navigating your way round the site. If you do have any problems then please contact the school.

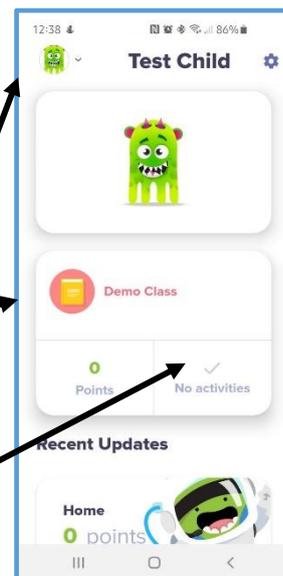
The next couple of pages help you with posting work to your child's portfolio.

Posting to Child's Portfolio using the Class Dojo App

1. In the top left-hand corner there will be a Dojo character.
Click on the character and find your child's dojo account.
This page should then appear on your phone or tablet.

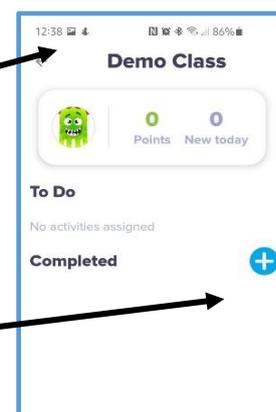
2. There will be a box which says which class your child is in and a box that says activities.

Click on the button that says No Activities.



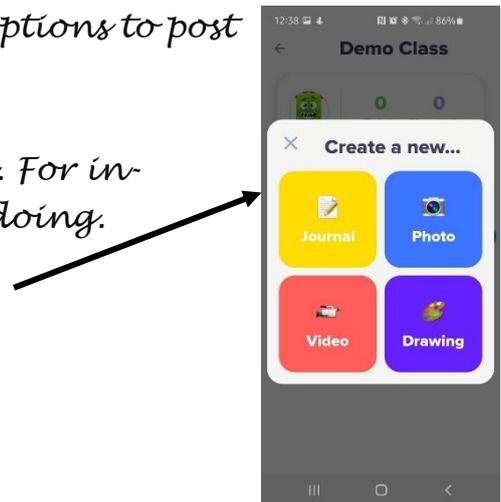
This will then take you to a page that looks like this.

You will need to click on the blue + button next to Completed.



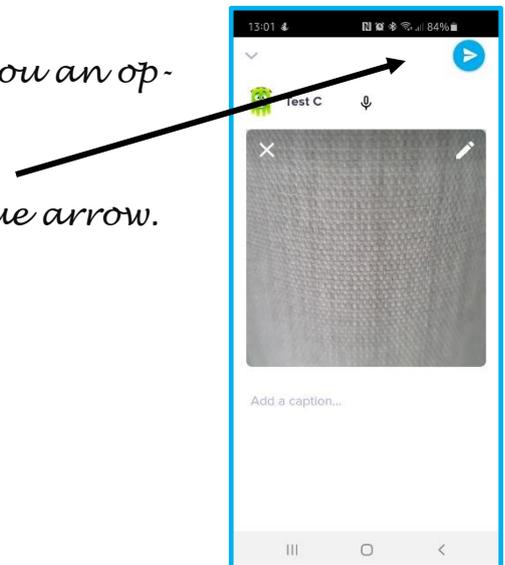
3. A box will then pop up that gives you options to post to your child's portfolio page.

Click on the option you would like use. For instance: a photo to show what you are doing.

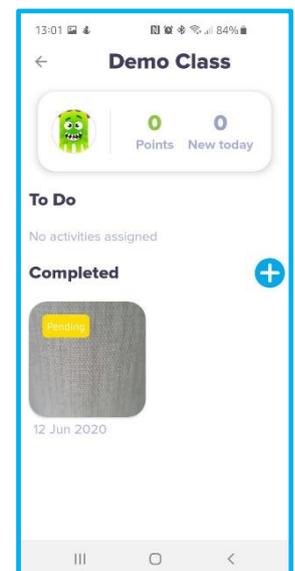


4. Take the picture and it will then give you an option to draw on it or write a comment.

Once you are happy with it click the blue arrow.



5. Your work will be sent to your child's class teacher for approval.



Appendix 2 - IXL Instructions

4.01.2021

Dear Parents and Carers,



We have signed up all pupils in Year 1 to 6 to use IXL learning website, where pupils can develop their Maths and English skills further. This is a personalised programme that will assess each pupil's needs and move the challenge higher if they are finding the tasks too easy or drop it down to support their understanding further before moving them on. All class teachers have access to each pupil's progress and can use this information to support lessons in school. All pupils have started to use IXL in class.

Here is how to access your child's IXL learning:

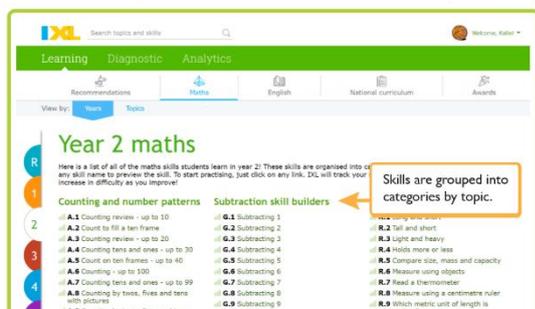
- 1 Sign in to IXL by entering your student username and password at www.ixl.com.



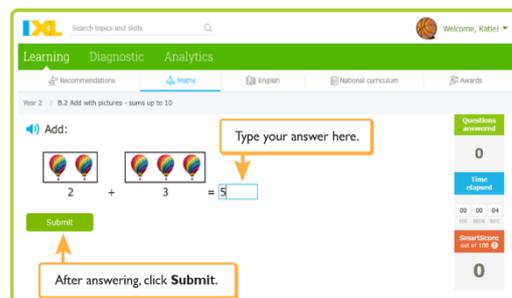
- 2 Choose your desired year level, and click the link to view all practice skills for that level.



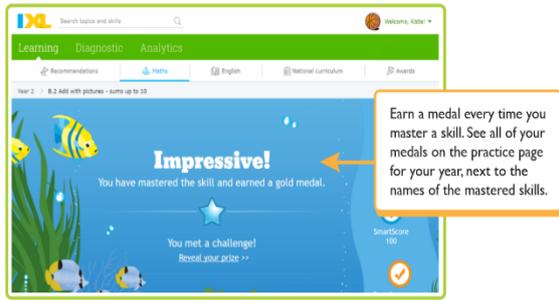
- 3 Choose a skill, and click a skill name to start practising it!



- 4 Read the question, and indicate your answer.



- 5 Continue practising until you *master* the skill by reaching a SmartScore of 100.

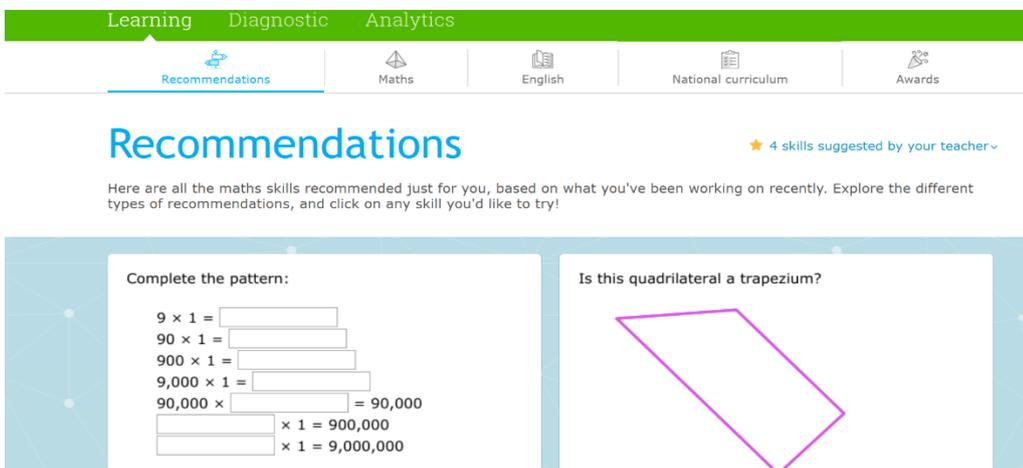


- 6 Click the **Awards** tab to see your prizes.

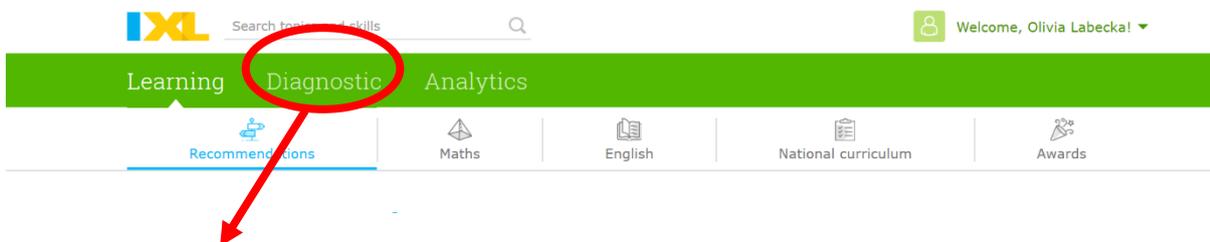


Top Tips we have learnt :

1. Use the recommended area to practise skills – found on the home page.



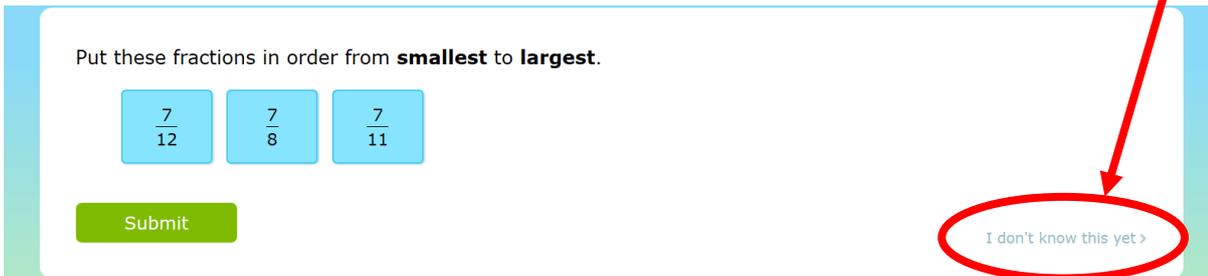
2. Try to answer at least 30 questions in the diagnostic area each week!



The diagnostic link is found on the home page as well however you have to click onto it and it will take you to this page. See below.



Click on 'step into the arena' and your child will be able to answer questions that are age appropriate. If they are unsure of a question they can leave it and click on 'I don't know this yet' and IXL will personalise their questions to help them.



We hope that your child enjoys using this website and please do not hesitate to speak with your child's class teacher or myself if you have any questions.

Kind regards

Miss MacKay

Year 6 teacher and Maths Leader

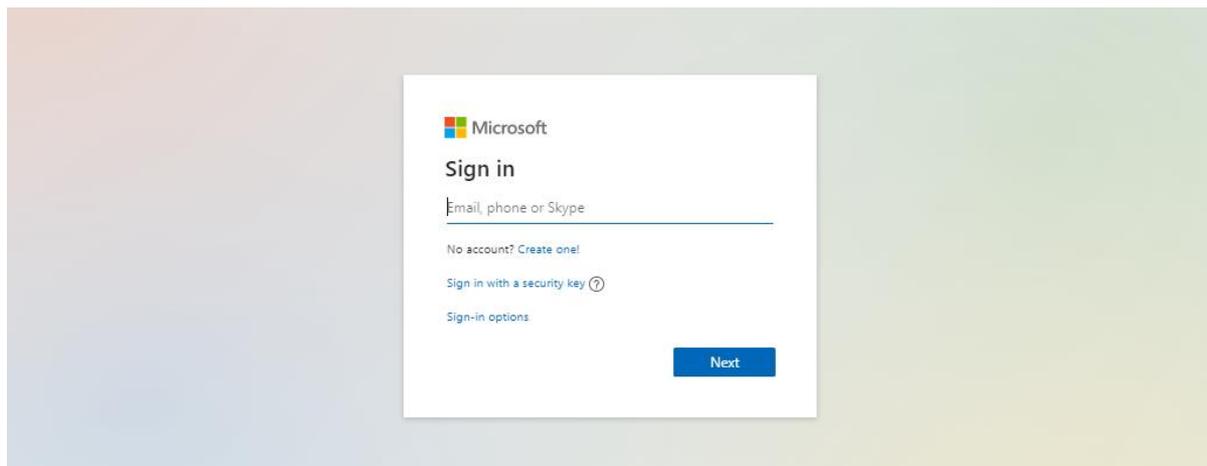


Appendix 3

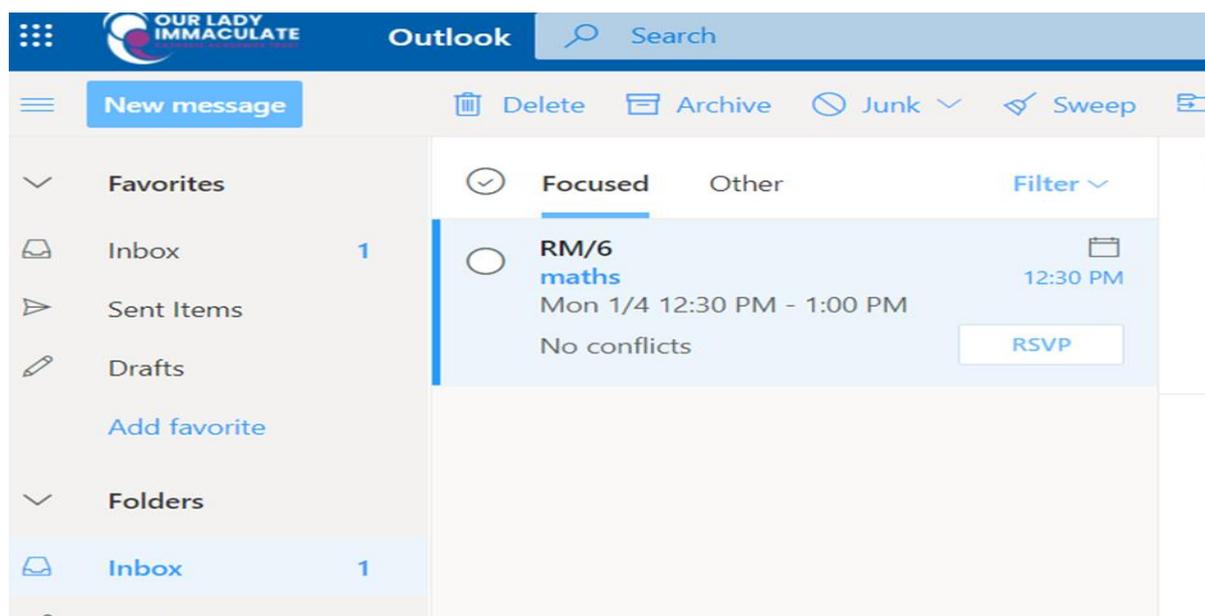
Accessing Teams for Online Learning

Please follow these steps to access your child's Microsoft Teams account.

You will have to go to Outlook and type in your child's email address and password. These should have been sent to you via Class Dojo. If you do not have this information, then could you please contact your child's class teacher so it can be sent to you as soon as possible.



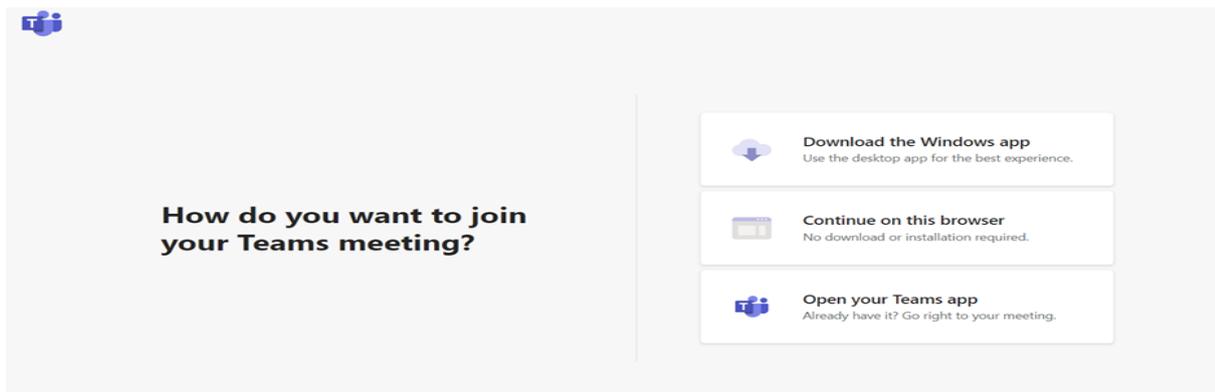
Once you have entered your child's email address and password, you should now have access to their email account. In this account, you should see an email from the class teacher. Your child will have been joined automatically so this email will be asking you to join for their first Teams meeting. It should look like this:



From here, there will be an option on the left-hand side of the screen for you to join:



Your browser will now take you to a screen that look like the screenshot below. If you are using your computer then we suggest that you click on Download the App. If using the Web App we suggest you bookmark the page for easy future access.



Once you have clicked on one of the tabs, you will be taken to Teams and you just have to click on the Join now tab. You will now be able to see your class friends and teacher.

