Appendix A

Remote education provision: information for parents

This information is intended to provide clarity and transparency for pupils and parents or carers about what to expect from remote education at [insert school name] where national or local restrictions require entire cohorts (or bubbles) to remain at home. It is to be read in conjunction with the Academy's Remote Education Policy

Information about what to expect where individual pupils are self-isolating, is also included in this document.

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

All pupils will engage with the teacher in a Live session through Teams

All pupils will have the opportunity to engage with the teacher at 9:30 for a daily well being and orientation session for the day ahead

For pupils in Y4- Y6 T will lead sessions at 9:30 / 10:30 and 11:30 and will be available to support pupils between 9:30 – 12:00 via Teams

Pupils will be set assignment through Teams and Class Dojo

Teachers will feedback on work submitted throughout the day until 4:30pm

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 planned curriculum remotely as we do in school.*

- *We teach the same planned curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, Specific PE objectives may be adjusted due to the use of resources based in school.*

Remote teaching and study time each day

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

Key Stage 1	9:00 - Numbots and spelling shed (20 minutes) 9:30 – Daily check in 10:00 - Complete English tasks set (30 minutes)

	BREAK 11:00 - Maths input Teaching Video and task (30 minutes) 11:30 - Phonics (30 minutes) LUNCH 12:30 - Afternoon tasks (set through class story and independent or shared reading (1 hour) 3pm – Daily Story Time Session
Key Stage 2	9:00 Spelling Shed 9.30 Registration // Listening Hour + TT Rockstars 10.30 Live Maths + 30 minutes of independent learning 11.30 Live RE/English + 30 minutes of independent learning 1.00 onwards - PE / Science / Recorded lessons / Non-Core Tasks / Achievement Assembly / Century / Reading

Accessing remote education

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

- Teaching and Learning Plans for all stakeholders
- Class dojo
- MS Teams
- Holy Rosary TV will be used for recorded content: Listening hour, Liturgies and Assemblies
- Phone/video calls home
- Printed learning packs
- Physical materials such as story books and writing tools

- Use of Century Tech, TT Rockstars, Numbots, Spelling Shed, Read Theory, Bug Club, BBC Bitesize, Oak Academy and the Spongy Elephant Pupil Homepage.

The detailed remote learning planning and resources to deliver this policy can be found here:

- Covid-19 Support for Parents page - https://www.holyrosaryacademy.co.uk/covid-19- support-for-parents/
- Teaching and Learning Plans for all stakeholders - https://www.holyrosaryacademy.co.uk/curriculum/
- Model Timetable and structure for remote learning - https://www.holyrosaryacademy.co.uk/covid-19-support-for-parents/ - https://www.holyrosaryacademy.co.uk/covid-19-support-for-parents/
- Holy Rosary Learning Hub - https://bit.ly/HRBLearningHub
- Downloadable Printable Documents through Class Dojo - https://www.classdojo.com/en- gb/?redirect=true
- Bite-size resources on the SRSCMAT Spongy Elephant subscription
- Teacher Code of Conduct for Phone calls, Video conferencing and Recorded Video and End User IT Agreements - https://www.holyrosaryacademy.co.uk/policies/

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.

For support with access to online learning please contact the school via cornasuport@holyrosary.staffs.sch.uk

We can help with requests for:

- *additional devices: laptops, tablets or devices that enable an internet connection (for example, routers or dongles)*
- *Resources to support completing tasks set*
- *Welfare and family support*

How will my child be taught remotely?

All pupils will be guided by the teacher in at least one live session per day through Teams

All pupils will have the opportunity to engage with the teacher at 9:30 for a daily well being and orientation session for the day ahead

For pupils in Y4- Y6 T will lead sessions at 9:30 / 10:30 and 11:30 and will be available to support pupils with their learning between 9:30 – 12:00 via Teams

Pupils will be set assignments for Science/ Humanities / Art / Music / French / Computing and PE through Teams and Class Dojo

Teachers will feedback on work submitted throughout the day until 4:30pm

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 that pupils engage with the learning set daily and use the suggested time frames given to complete tasks assigned.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to engage with good levels of concentration.

We recommend that a separate user profile for each child is created on home devices to ensure any files (word processed documents, presentations etc.) are kept safe and secure. Where you have been provided with a username/email and password for your child, please always encourage them to use these credentials when completing any work. Please do not share these credentials with anyone, including other children in the family.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact their child's class teacher through Class Dojo promptly and alternative solutions may be available. These will be discussed with leaders on a case-by-case basis. If you have other concerns, please contact: office@holyrosary.staffs.sch.uk

Providing feedback on work:

RE, Reading, Writing and Maths: where appropriate, teachers will give feedback on completed work which is submitted by pupils. Some tasks will be self-marked by pupils. Work submitted by 1pm, which requires a teacher response, will be responded to / commented upon by teachers by 9 am the next morning. Feedback could be a comment on how to extend learning, how to improve further, something positive or a 'like' using the like feature on Class Dojo.

Where appropriate, teachers will give feedback on non-core work completed which is submitted by pupils. Some tasks will be self-marked by pupils. Non-core work submitted by 3.30pm on Monday to Thursday, which requires a teacher to response, will be responded to / commented upon by teachers by Friday morning. Feedback could be a comment on how to extend learning, how to improve further, something positive or a like using the 'like' feature on Class Dojo.

Teachers will provide feedback on learning that both celebrates and provides constructive feedback for the pupils next steps.

We ask that parents speak to their child about their next steps, encourage them to act on feedback given and direct them to speak to their teacher during thier live session time if they need further support.

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

Teachers upload engagement information to class registers every day. Both attendance and the level of engagement in sessions and work set are monitored.

Teacher monitor engagement using the following criteria:

0 - No engagement - My Concern Referral in place - Priority Pupil support (Meetings held weekly on Monday afternoon)

1 - Irregular attendance at sessions - Limited work uploaded - Priority Pupil support to be/maybe put in place

2 - Attendance at most sessions - Some work uploaded to an adequate standard - Support offered to parents

3 - Attendance at all sessions - Most work uploaded to a high standard

If there is a concern around the level of engagement of a pupil/s, parents will be contacted via Class Dojo or by phone by the class teacher and/or Family Link Worker - Mrs Wells – or other school staff including the Business Managers and/or SENDCo, to find out whether school intervention can assist engagement.

If no contact is made after 3 attempts, this will be classed as a Safeguarding concern and teachers and/or other members of staff will complete a 'My Concern' referral. This will then be followed up by one of the school's Designated Safeguarding Leads or Deputy Designated Safeguarding Leads.

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

Feedback can take many forms and will 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:

Teachers provide pupils with comments linked to achievement against the task objective.

Teachers will direct pupils to a next step challenge or provide an feedback action for the pupil to either complete or consider in their next piece of work.

Teaching assistants will support teachers by adding positive comments to pupil profiles and report to teachers on pupil engagement. When support staff are not working in school, they will be directed by senior leaders, the SENDCo or class teacher to provide targeted support to identified pupils. This may take place remotely using MS Teams.

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:

- *Break out rooms are used in live sessions to provide targeted support for individual pupils and small groups.*
- *Intervention sessions are in place for pupils on SEND and those who have been identified for monitoring.*
- *Systems are in place to so that regular / weekly contact takes place by a member of the inclusion team - in addition to the daily contact by class teachers and support staff - via teams or telephone call for pupils requiring additional emotional support and guidance.*
- *Additional/alternative resources are shared and/or delivered with pupils and parents on a case by cases basis.*

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. Pupils will be sent the same activities that pupils in class would be completing. Teachers will direct to other support including Oak academy lessons and White Rose videos.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Pupils will receive work via their class dojo profile from the first day of the period of isolation.

Pupils will the same tasks as those being set for pupils in school.

Teachers will provide a Maths / English Reading / Writing / RE task via pupils class dojo profile.

Pupils will also be set either a science or theme based tasks in line with the driver unit for that term as per the planned curriculum detailed here: https://www.holyrosaryacademy.co.uk/curriculum/

Pupils will be directed to the school online platforms as per the remote learning policy and can be found at: Holy Rosary Learning Hub - https://bit.ly/HRBLearningHub