



# **Cheadle Catholic Infant School Remote Education Provision January 2021**

## **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?**

In the event of a child having to isolate or a bubble having to work from home, immediate remote education will be available on the class Seesaw app.

Activities will include a variety of tasks related to current learning and designed to be undertaken at short notice.

## **What is Seesaw?**

Seesaw is a remote learning platform that allows teachers to assign learning activities to children. It also allows children the opportunity to share their learning with their teacher for feedback and acknowledgement.

## **How will children share their completed work?**

Children will be instructed to share completed tasks via photo, video, uploading documents etc. (instructions will be included in the app)

## **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?**

Our intention is to provide a remote learning provision that aligns as much as possible with the curriculum plans in school.

### Religious Education

We will continue to follow “The Way, The Truth and The Life” programme of study, in accordance with Shrewsbury Diocesan requirements. This will be delivered through powerpoints and links to external resources.

### English

Phonics – We will continue to follow the Read, Write, Inc phonics programme through pre – recorded teacher led videos, RWI videos, voice over powerpoints and links to external resources, including DfE approved external resources. Our lessons will continue to be differentiated to meet the needs of our children.

### Spelling, Punctuation and Grammar

We will continue to follow our curriculum plans through pre-recorded teacher led voice over powerpoints. We may also use links to external resources, including DfE approved external resources.

### Literacy

We will continue to follow our curriculum plans through pre-recorded, teacher led videos and voice over powerpoints and links to external resources, including DfE approved external resources.

### Maths

We will continue to follow our curriculum plans and the Maths Mastery Approach.

We will continue to follow the White Rose scheme of work, delivered through pre-recorded teacher led explanations.

### PSHE, Science, Art, History, Geography, Music

We will continue to follow curriculum plans and our school scheme of work, delivered through powerpoints and links to external resources, including links to DfE approved external sources.

### P.E.

We will use a range of links to external resources, including DfE approved external resources.

## **EYFS (Early Years Foundation Stage)**

Nursery & Reception children will continue to follow all the areas of learning in the EYFS.

In Phonics, Nursery & Reception children are following the Read, Write, Inc programme. The children access a daily pre-recorded lesson from RWI. These sessions recap previously learnt phonemes and are introduced to new phonemes and tricky words as per the guidance.

In Maths, Reception are following the White Rose maths scheme of learning. The children access daily maths lessons/ power points from the White Rose maths scheme. This learning is supplemented with challenge activities from DfE approved external resources. Children are challenged with practical and play based activities to develop understanding of concepts in areas of Shape Space and Measure. Challenges are set through the use of Loom power points and videos.

In Literacy, they are following the Talk for Writing programme which is embedded within the Reception unit's teaching practices. The children are building on previously learnt skills to 'imitate' stories and then 'innovate' these into new stories and story maps.

In RE, the children are following The Way, The Truth, and The Life guidance. They access stories and activities via the power points and stories.

Play is a vital part of the EYFS day at school. It is through play that children practice new ideas and skills; they take risks, show imagination and solve problems. Therefore, Reception families are also actively encouraged to spend time in each day to "Learn through Play."

There is a focus on outdoor learning, where ever possible. Daily challenges are set and children are encouraged to develop learning concepts outdoors.

### **Remote teaching and study time each day.**

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

For children in EYFS – up to 2 hours per day

For children in KS1 – up to 3 hours per day

### **Accessing remote education**

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

Children access our remote education via the Seesaw App

**On the day before a remote education plan comes into operation**, parents will receive a letter informing them of the closure of school to their child.

- A proposed 'learning at home' timetable will be sent to parents via Seesaw.
- An overview of daily tasks will be posted by 9.15am each morning.
- Reading every day for 15-20 minutes will be part of all pupils remote learning programme.

- For those pupils with identified SEND, differentiated activities will be set through the above class process: for individual pupils with an ECHP and who need more personalised learning tasks, these will be provided for by class teachers.

### **If my child does not have digital or online access at home, how will you support them to access remote education?**

School will loan laptops or tablets to pupils, where there are no devices available at home. Parents and Carers should contact the school office if they require a device.

Any families who are unable to access the internet should contact the school office for support, advice and solutions.

We have greatly reduced the need for a printer at home. The vast majority of activities set do not require a printer. Parents and Carers should contact the school office if they require any printed materials.

### **How will my child be taught remotely?**

Our aim is to ensure effective and appropriate education for all of our children.

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

Pre-recorded, teacher led videos and voice over powerpoints, links to external resources, including DfE approved external resources

### **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 acknowledge that our families have a variety of different home circumstances and we have tried to ensure that our provision addresses these circumstances as much as possible. (One example of this is the flexibility of pre-recorded lessons for the children to access at more convenient times of the day for the family, if needed.)

Our expectations are that our children engage daily with our remote education provision and try to follow the daily timetable as much as possible. We are aware, however, that this is not always possible due to parental work commitments and shift patterns. If this is the case, we encourage parents and carers to contact school and we can work together to reach positive solutions.

Teachers will continue to offer a high level of support and feedback. Whilst not being expected to feedback on every child's every piece of work, teachers will assign certain tasks to receiving more feedback than others.

**Use of digital sites.** Teachers will continue to use these to support practise and consolidation of core skills.

There will be a balance of parent supported activities and independent activities

Participation in our class Zoom sessions, which are in the process of being set up, is voluntary but strongly encouraged.

**Expectations re live Zoom sessions are as follows.**

Recording of Zoom meetings is not permitted.

Never take any photos or videos of the Zoom meeting. (This is to maintain the privacy of other students and follow educational laws.)

Never re-post or share links to your child's Zoom meetings (to prevent anyone from outside of the group from joining).

Help your child to establish a space to Zoom with a wall background (to avoid accidentally including other people in your home).

Ensure that your child is dressed appropriately. (Uniform is not required, just usual day clothes.)

Please keep the cameras on but stay muted, unless directed otherwise.

If you see or hear anything that is of concern, please exit the meeting immediately and report your concerns to school.

Parents will need to use a recognisable user name on Zoom so the teacher can admit them into the meeting. (You will need to go into your settings to edit this.)

School staff are the only ones who should share the invitation link and password in order to keep the Zoom meeting secure. School staff will provide the link and password to any Zoom session via Teachers2Parents

Parents and carers should ensure that their children are aware of appropriate online behaviour, internet safety and security.

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

Engagement will be checked daily via monitoring of submitted work and via our pastoral phone calls.

If we are concerned regarding a child's lack of engagement, we will contact parents/carers to discuss our concerns and to work together to ensure a positive outcome.

In instances of school not being able to make contact, we will follow our safeguarding procedures.

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

Daily contact though Seesaw.

We expect daily submission of Maths and English work and children are encouraged to submit work from other subjects.

Assessment and feedback will take place daily. This can be in the form of individual or whole class feedback.

Zoom sessions will enable the teachers to give the children opportunities for discussion, check on how the children are getting on with their home learning, assess the children's progress, give feedback, reinforce relevant teaching points and address any misconceptions.

## **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 for those children with additional needs and disabilities, accessing remote learning has even greater challenges.

### **SEND Remote Learning Provision**

At Cheadle Catholic School, through our remote learning, we will continue to provide a broad and balanced curriculum for all children. When planning remotely, teachers will continue to set suitable learning challenges and respond to children's diverse learning needs. Teachers will take into account the requirements individual children may have and make provision accordingly thus enabling all children to participate effectively in curriculum and assessment activities.

Teachers may take the following approach to remote learning:

Adapt learning by providing different tasks for certain children who have are supported through the SEND Support stage of SEND. The focus of some the resources sent home will link directly to their plans.

Suggest practical games which could either be online or offline, linked to specific areas of needs and targeted at the correct level for the child to understand.

Provide sensory activities or visuals to support learning.

Therapists or specialist agencies who provide regular support and advice will be contacted and asked to make contact with the family.

Class teachers will liaise with families of EHCP children regularly to ensure that they are able to access the required resources for their child.

## **Remote education for self-isolating pupils**

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

If an individual child is self-isolating the class teacher will email work home to complete. Obviously, this would only be when a child is well enough to do so. This will include online lessons from White Rose Maths and Oak Academy which will be matched to what the class are doing in school. Staff have spent time mapping these lessons to the curriculum that is to be taught in class. Teachers will make contact through Seesaw and work can be emailed to teachers for feedback. They will offer as much support to these children as possible during the self-isolation period but won't be available throughout the school day. If another member of staff is available to answer questions, they will do, but this may not always be possible.

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