



St. Teresa's Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education at St Teresa's if 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 document.

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?

Parents will be able to access remote learning through their child's Tapestry/Seesaw accounts. This may include links to remote learning videos/tutorials through national recognised providers such as Oak Academy and links to the White Rose Maths that we follow in school.

It has been designed to cater for individuals who are unable to attend school and mirrors the areas of learning being covered in school.

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 wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, we may adapt activities to make them more accessible at home by limiting the range/number of resources needed, for example, in a science experiment or if musical instruments are required etc.

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 children at least 3 – 4 hours a day.

Accessing remote education

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

All children in Years 1-6 have an individual Seesaw account. The children in Reception have an individual Tapestry account. Both of these platforms allow teachers to set work and have completed tasks returned from pupils for feedback.

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:

In order for children to be able to complete online activities who do not have an appropriate device, we have a limited number of iPads that we are able to lend to families. We are able to deliver these if no one is able to collect them. We ask parents to sign for these and we expect them to be returned at the end of the isolation period.

Children will not need to print out any completed work. They can take a photo or screenshot the completed work and upload this to the teacher for checking and marking.

The school can print off packs of resources, as a last resort for those parents/children that would prefer this method. These packs will need to be collected from outside of the school office.

How will my child be taught remotely?

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

Each day will begin with a recorded message or pastoral catch-up from the class teacher outlining the tasks to be completed that day along with a recap of the previous days' learning.

Any misconceptions from previous sessions will be discussed and clarification given.

Teachers will explain the work for the day which will be available for children to access on Tapestry/Seesaw. The plan will contain links to websites that will help in the completion of the various tasks or give a clear indication where resources can be found.

A combination of recorded and catch-up sessions will be delivered daily. Recorded lessons will include presentations with teacher voice-overs to give extra clarity and direction for set tasks.

Children will be expected to complete a task or tasks and instruction will be given as to how the work can be submitted for marking/feedback.

A minimum of three tasks will be set each day consisting of a Maths, English and Foundation subject.

The class teacher or a designated member of staff will be contactable throughout the school day via Seesaw/Tapestry/school emails - they will be able to assist with any problems children may be experiencing with any set work or technology.

Online subscriptions already in operation in school such as Times Table Rockstar, Oxford Owls, Spelling Shed, Pobble, Purple Mash, Learning by Questions and Nessy Learning will be utilised throughout.

In addition to live catch-up and recorded presentations by staff, we may also use recorded teaching sessions such as the government's Oak National Academy lessons or White Rose Maths. The class teacher will provide further guidance regarding how they should be followed.

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?

Since the reopening of schools in September 2020, there is an expectation that all children engage with remote education as long as they are fit and well. Where children are not engaging, the class teacher will contact parents/carers to offer support in order to ensure that the disruption to education is minimised.

Our plan for remote learning is designed to ensure that each day has a set routine with tasks that most children should be able to complete independently. We understand however, that younger children will need more support so parental engagement would be greatly appreciated where possible.

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

Work is set on a daily basis through Seesaw or Tapestry so staff know immediately which children are engaging. Parents will be notified via a telephone call if their child is not accessing their work and discuss how this can be addressed and what we can do to support them.

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:

Submitted work which is uploaded and returned will be assessed as soon as possible and children will receive feedback on it shortly afterwards.

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:

Work is differentiated to support the needs of pupils, particularly those with additional needs.

Individual children and their needs can be discussed with school and a course of action planned to meet the individual needs of the children.

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?

As previously mentioned, work via Tapestry/Seesaw for every class is accessible on children's accounts for any child who is not physically unwell with coronavirus (COVID-19) but who is at home as a result of it. It has been designed to cater for individuals who are unable to attend school and mirrors the areas of learning being covered in school.