

St Vincent de Paul Catholic Primary School



REMOTE EDUCATION OFFER

Information for parents

Draft document

January 2021

*"We are called to be the hands and face of Jesus
as we learn, love and grow together"*

St Vincent de Paul Catholic Primary School has always strived to be creative, innovative and to support our parents/children in the best way possible to make learning purposeful and holistic.

This information is intended to support and continue this partnership and provide clarity and transparency to parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

It is in the form of Frequently Asked Questions but if you have any other queries please do not hesitate to get in touch and we will provide further information.

Please note that we are all learning rapidly, and our remote offer will continue to develop over the weeks ahead.

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?

If there is advance notice of closure, your child may be provided with workbooks or work packs to take home from school. From Year One upwards they already have a blank workbook or Maths and English Home Learning Books at home in which they can record their work.

Your child will have a Username and password for the Purple Mash platform which they have used in school. They should be familiar with these and KS1 and Reception have these details on a log in card stuck in their Reading Record book.

Please contact the school office if there are any issues with Purple Mash log-ins.

If you have questions in relation to your child's remote education, in the first instance please email the class teacher. Teachers' email addresses can be found at the end of this document.

Your child's class teachers will be in touch on the first day via email (ParentMail or on Purple Mash) to explain how your child's learning will be supported during this period.

For queries in relation to access to resources please email your class

teacher in the first instance and also Mrs Sherry: rsherry@stvincent.herts.sch.uk. If your concern relates to digital access and you feel that you may need to borrow a device please email device-request@stvincent.herts.sch.uk detailing what the current issues are. This should include what access you currently have, including who is sharing particular devices. We will use this to respond fairly, based upon our limited stock of available loan devices.

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?

Teachers will coordinate and direct the work in school for the children in school and those at home via Purple Mash which will follow the planned curriculum for the current point in the school year. This will be a full day's work so there will be parity between experiences and there is an expectation that pupils will log on each day. In Years 1-6 this will include English / Maths / RE / PSHE and the current topic based upon what would normally be taught in school.

In the Early Years, the work will cover RE, Phonics, Literacy, Maths with a cross curricular outlook.

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, there may be some adaptations to resources in some subjects. In Maths and Science, for example, different equipment may be used in class and at home. In Science, music or technology different options may be offered to realise the same objective, taking into account the different home and school environments. However, in these and other cases, video demonstrations available on platforms such as YouTube may substitute well for practical work,

Physical Education is difficult to teach, assess and feedback on remotely. Some aspects may be able to be delivered using video demonstrations; other aspects, such as strategy and health and wellbeing, can be explored like many other subjects through the use of written and pictorial tasks. However, pupils should be encouraged to take regular physical exercise to maintain fitness, bearing in mind any restrictions in force and pupils' age and living circumstances. As part of the daily "timetable" shared by teachers, there should be opportunities for movement and encouragement of physical development, such as 60 seconds PE tasks or Joe Wicks challenges.

In the Early Years, where the focus is on learning through talk and play, children will continue to learn through exploration, reflection, and interactions whether at home or in school. Alongside phonic and mathematical development, the focus is on the sharing, discussion and enjoyment of quality stories and exploration of a theme through all seven areas of EYFS learning. Parents and carers will be advised how best to support in their early reading and to ensure that time is used as productively and developmentally as possible.

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:

| | |
|---|---|
| pils in the Early Years Found ge (EYFS): Nursery & Reception | roximately 2 hours, although young children will be engaging in veloping their learning throughout the day as they talk and play |
| pils in KS1: Years 1 and 2 | roximately 3 hours |
| pils in KS2: Years 3- 6 | roximately 4 hours |

Accessing remote education

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

All children, whether learning from home or in-school are given the same learning opportunities. Children make use of the same materials and, as far as possible work through these with a level of independence. Class teachers will upload set activities each day as a PowerPoint or PDF on the Purple Mash platform so that the weekly programme is not too overwhelming. This may also include a short recording of your child's class teacher introducing the day's tasks. Using the 2Dos on the system and the daily timetable, parents can then see that their child has successfully completed all that has been asked for the day.

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

We are aware that accessing remote learning for many families can be a real challenge, particularly if devices are shared between several member of the same household.

We have now allocated all laptops provided through the government's scheme to allow access to IT for home learners, have loaned any spare laptops that we have on site and are now in the process of funding more devices should they be needed. We also have access to a limited number of free SIM cards (provided by Vodaphone) which could be used to enable a device if you do not have a reliable broadband connection.

In order that we can allocate any devices or SIM cards fairly, please email devicerequest@stvincent.herts.sch.uk giving details of what the current issue is e.g. you might tell us that there are no devices at home, that the only device is a smartphone which is making it hard to access the learning, or that the sole device is being used for your homeworking as well as the children's learning. This will allow us to prioritise the limited devices that we have so that they go to those most in need.

We will only consider applications for loans of devices from those families who have children working from home currently.

CGP Maths and English workbooks will also be provided for the children to support Maths and English skills across the school.

If printed copies of work are needed, please contact school and we will make the necessary arrangements to gather these resources for you. **Every child should have access to the work set and we will do our best to help families to ensure this happens.**

How will my child be taught remotely?

We use a combination of approaches to teach pupils remotely and are keen to limit the amount of screen time by offering a range of different activities, including practical learning. These are shared in a daily timetable each day within one document which is uploaded to Purple Mash each morning; this allows for

easier navigation and optimum presentation for engagement.

Currently, we do not offer live teaching (online lessons) as we are aware of the different circumstances of each family and that it may not be possible to ensure access to a device at a set time. Teachers may record a short presentation to demonstrate a key point or choose the most appropriate pre-recorded video to deliver the particular objective. We know that children have found this useful as they can watch the input as often as they need to secure a full understanding. These video links for learning may be from the government funded Oak Academy, BBC Bitesize or other online clips, such as White Rose Maths or a short recording by the class teacher demonstrating a method, introducing the day, or feeding back on general points from the previous day's learning. We know that the children at home are really keen to hear and see their teachers.

Work is also set from printed resources such as workbooks and worksheets, textbooks and 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?

Our school is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs. We also appreciate that access to internet enabled devices varies greatly and that time online may be limited due to sharing a single device.

We expect each child to log on daily to Purple Mash and recommend that you keep to a familiar learning routine with your children and encourage as much independence as possible.

We 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 work with good levels of concentration. It is helpful to establish set routines and use a timetable so children can work independently on a task and learn to focus and concentrate for a set period. Children are used to having a time limit on a task in school and it can be useful in encouraging a child to begin a task when they know that it will not last forever.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules, and this applies when children are working on devices at home. **We expect that parents will support their child to stay safe online and monitor devices.**

We appreciate how hard it is to support the learning of your children at home, particularly when many of you are working from home too. We do not expect everything to be finished and are very aware that there may be days when the stresses of remote learning prevent tasks from being completed; you know your child best and will make the right decisions for them on this occasion. Sometimes learning may take its own exciting turn and the planned tasks of the days become something very different to the original intention. Do not be afraid to utilise this opportunity to do something a bit differently if the opportunity arises.

Should accessing work be an issue, parents should contact school promptly and alternative solutions will be made available. These will be discussed on case-to-case basis.

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

Staff will check daily that pupils have logged on and submitted work. They will respond to alerts on Purple Mash about completed tasks and blog posts regularly, resetting tasks if pupils need to continue a task or revisit a quiz. If there is a question around the level of engagement of a pupil, parents will be contacted via phone or email to discuss whether school intervention can assist engagement. **We are committed to supporting you so please do get in touch if you need any support and when staff call you, they do so supportively, not to check up! No one is judging!** Any concerns/ information shared by parents or pupils will be passed on to a member of SLT who will support the family and class teacher to improve access and engagement. We expect all families to respond to the supportive calls or emails in order that we can work in an effective partnership.

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. Whole-class feedback or quizzes marked automatically via the digital platform Purple Mash or TT Rockstars and MathsBot site are valid and effective methods which give a child feedback through a mark and opportunity to show the correct answer. Whole class feedback on a previous day's task can be included in the teacher's daily PowerPoint/PDF, in the setting of a 2Do on Purple Mash, as a blog or videoed reflection. The daily PowerPoint/PDF may include the solutions or model answers to questions set. Modelling prior to a task assists children and where this is videoed can be replayed to support the completion of a task and self-assessment. Written individual comments are shared in a variety of ways: through the comment box on Purple Mash, via email if a file has been uploaded and sent that way or when a concern raises an issue. In KS2, teachers can use 2email and 2Blog to communicate directly to pupils, as a class and individually when necessary. Feedback and engagement will be discussed as part of the weekly telephone calls home to families and via email.

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:

Teachers will use their knowledge of the children they teach, and the stage at which they are working, to carefully plan ambitious yet accessible tasks for all. Every task will be explained on the daily PowerPoint/PDF and teachers will answer any questions and provide individualised support as required via 2email, blogs or phone calls.

The SENDco (Mrs Curry) will work alongside class teachers to ensure that pupils with SEND

continue to have their needs met while learning remotely, identifying the level of support required and suggesting any additional differentiation or adaptations that may be needed. She

will liaise with the headteacher, his deputy and other organisations to make any alternative arrangements.

In addition, support, from the ICT technician will ensure that the technology used for remote learning is accessible to pupils and that reasonable adjustments are made where required. In particular, oversight of and intervention for pupils with EHC plans will ensure they have their needs met while learning remotely, and are able to progress towards the targets on their EHC plans. This may include specific software and websites but can also involve concrete resources or language and / or social development programmes.

Should you require specific advice re Special Needs, please contact Mrs Curry, SENDco,

mcurry@stvincent.herts.sch.uk

Remote education for younger pupils, such as those in Reception and some in Year 1, will look different to that of pupils further up the school who are more familiar with reading, writing and independent study. The focus will be on suggesting ideas for learning and how to adapt an activity that is too difficult or too easy to suit an individual child. It will be stressed that playing and talking with their children is the most important learning activity adults can do with their child.

Sharing of stories leads to strong engagement and is presented within the context of wider learning opportunities covering all the 7 EYFS areas of learning. Staff will support parents /carers to understand the importance of learning through play and the appropriate balance of play and learning. When providing

activity ideas, there will be guidance to parents /carers, giving them alternative options that link with their own children's interests and highlighting that the process, rather than the product, is important. Learning may be recorded in a number of ways and does not always have to be written; photos are useful in sharing active learning that might happen spontaneously.

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?

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 and also that individual situations for pupils self-isolating can vary enormously, including pupils themselves becoming unwell.

When a child is self-isolating for a Covid related reason and is well enough to work, there are instructions in relation to work set for pupils in Reception to Year 6 on the class pages of the school website which can be accessed from here:

<http://stvincent.herts.sch.uk/os-classes.html>. The two week packs that are available here, are intended to be useful and relevant at any point during the current term and covers a range of subjects. Our class pages on the school website have plenty of sites to look at as well as a core list for each key stage. The SEND page is also full of various ideas and links to other resources. Please be assured that your child will be well supported on their return and that any key learning for which they may not have been present will be addressed.

When parents have notified school of the absence by calling or emailing absence@stvincent.herts.sch.uk, they will receive a ParentMail as a reminder in relation to how this work will operate and can email work to teachers using the addresses listed below. During the period of isolation, teachers will call the child by day 3 and at the start of their second week to see how they are and to offer advice in relation to work set. They will address any queries that may arise and provide feedback on work completed.

Expectations of parents and carers

We aim to work in partnership with all families to engage with the school to support their child's wellbeing and learning during periods of remote education. We understand, however, that all families are in different situations and may need to operate in different ways. We will work with all families to ensure that our support is as good as it can be.

We will contact with you via telephone or email; please let us know what is convenient. We do expect a response from our contact. If we do not receive a response, we are required to try alternative means of contact. This is vital for safeguarding purposes during extended periods of non-contact.

Likewise, we will also respond to you in a timely manner when you contact us. Please note that teachers will read and respond to email communication during normal working hours and are not expected to answer emails in the evenings or early in the morning. This aims to support a healthy work life balance for teachers and families alike.

We ask that you respond to tasks set in the manner that the class teacher has requested. This might include photos of work, but equally it might include an email from the child with their self assessment dependent upon the age and stage of learning.

Parents are encouraged to contact their child's class teacher via email should they require any further information using the following addresses:

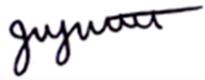
| | | |
|-----------|---------------|--|
| Nursery | Mrs Humphries | shumphries@stvincent.herts.sch.uk |
| Reception | Mrs Hargrave | vhargrave@stvincent.herts.sch.uk |
| | Mrs Lambert | klambert@stvincent.herts.sch.uk |
| Year 1 | Mrs Heath | cheath@stvincent.herts.sch.uk |
| | Mrs Caswell | pcaswell@stvincent.herts.sch.uk |
| | Miss Gibbs | ngibbs@stvincent.herts.sch.uk |
| Year 2 | Mrs Cooper | jcooper@stvincent.herts.sch.uk |
| | Mrs McGuire | lmcguire@stvincent.herts.sch.uk |
| Year 3 | Mrs Blythe | cblythe@stvincent.herts.sch.uk |
| | Miss Culkin | sculkin@stvincent.herts.sch.uk |
| Year 4 | Mr Arnese | darnese@stvincent.herts.sch.uk |
| | Mrs Hodges | shodges@stvincent.herts.sch.uk |
| | Mrs Lawton | tlawton@stvincent.herts.sch.uk |
| Year 5 | Mrs White | nwhite@stvincent.herts.sch.uk |
| | Mr Marsden | pmarsden@stvincent.herts.sch.uk |
| | Mr Jennings | rjennings@stvincent.herts.sch.uk |
| Year 6 | Mrs Glover | eglover@stvincent.herts.sch.uk |
| | Mr Crump | scrump@stvincent.herts.sch.uk |

Please note that teachers will read and respond to email communication during normal working hours and are not expected to answer emails in the evenings or early in the morning.

Should you have any particular queries in relation to the provision for remote learning, please contact Mr White or Mrs Sherry in the first instance: head@stvincent.herts.sch.uk rsherry@stvincent.herts.sch.uk

We are keen to receive your constructive feedback on our school provision during this period. A dedicated email address has been set up to receive your feedback. Please email feedabck@stvincent.herts.sch.uk

Thank you for all that you are doing to support your children. Together we can achieve so much!



Jon White
Headteacher
24.01.21