St Thomas More's Catholic Primary and Nursery School

Remote education provision: information for parents (Jan 2021)

Introduction	At St Thomas More's Catholic Primary School, we want to make sure that all of our pupils have access to a strong and stable education, and we will do our best to provide this, even where national or local restrictions require entire classes, cohorts or bubbles to remain at home. Detailed below, you will find information which explains our remote education plans for ensuring that the children in our school, can still maintain contact with their teacher and be provided with opportunities to continue their education whilst at home. We will have a two-tier system: Tier 1 will be for when individuals are self-isolating at home. Work will be provided by the class teacher, to be completed at home and can then be returned to school when they are able to come back into the classroom. Tier 2 will be for when one or more bubbles has to close. Teachers will be in contact with the children regularly and work will be provided through the class pages on the school website.
To enable teaching and learning to continue as effectively as possible during the need for remote learning:	**Tier 1** Work will be set by the class teacher and will be shared via email, Class Dojo or Tapestry, for the child(ren) to complete at home, whilst they isolate. Parents can contact teachers via Class Dojo or Tapestry or email the office with any questions. The school office will contact parents to keep up to date with information surrounding the children's return to school. **Tier 2** We will stay in contact with our families and share our home learning in the following ways - * Nursery and Year R will use Tapestry and the school website class pages. * KS1 and KS2 will use Class Dojo and the school website class pages and Video Resource Centre. Each phase will also provide a weekly class/phase Zoom meeting for children at home, where teachers can catch up with the children, celebrate their home learning and answer any questions that they may have. 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:

	• Where available, we will lend laptops or tablets to pupils. Parents or carers will be notified of this and can contact school to find out more information. Priority will be given to disadvantaged pupils. • Disadvantaged families may be able to benefit from free increases to their mobile data. Parents or carers can contact school to find out more information. • If parents do not have online access, printed materials will be provided and completed work can be returned to school weekly for teachers to review. The ELSA and Home School Link worker will maintain contact with vulnerable families, to ensure they are doing well and will offer phone calls and support sessions as required. The SENDCo will also maintain contact with families of SEND children, to support and advise as needed. 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: • Class Teachers will continue to provide appropriately differentiated tasks and activities for our children with SEND, with advice and support from the SENDCo as required. • We will ensure that where specific equipment, to support accessibility, is needed, arrangements for these to be provided for home learning will be made. • In recognition of the potential additional burden on social, emotional and mental health for our SEND children, parents are directed to access support via the Educational Psychology helpline. • For children with EHCPs, the school will work in collaboration with the local authority, advisory and support services to make alternative arrangements for delivering provision should parents have made the decision to access learning from home. • Regular ongoing contact with class teacher and/ or Learning support assistant with the aim to provide individualised support for children with EHC plans via Tapestry/ Class-Dojo and Zoom.
Our staff will:	**Tier 1** • Provide isolation work by email, Class Dojo or Tapestry (or paper packs will be provided if requested) for the whole isolation period and this will be aligned with the school curriculum where possible. Any queries parents have, will be answered though an email reply, a Class Dojo/Tapestry or a short telephone conversation. **Tier 2** **Nursery** • Provide regular play-based activities which link to the class mini-topic.

	• Provide activities that cover the range of learning areas outline in the EYFS framework and will also replicate the daily adult -led activities which would be covered in class (for example Key group activities and Letters & Sounds.) • Set home learning for the beginning of the week and it will be designed to be a bank of ideas for parents to use in a flexible way, where they may choose to do all of the activities or just a few. **Reception** • Provide daily learning activities which cover the key areas in which we would usually deliver direct teaching in school: Phonics, Maths, Reading & Writing. • Provide learning activities for the additional areas of the EYFS curriculum weekly, through games and play activities. Aim for activities to be ready for parents to access via Tapestry by 9.00am at the latest on the day. • Provide materials for learning that feature a range of quality video clips, PowerPoint presentations using audio file and pre-recorded teacher videos, including stories read aloud by the teachers and teaching assistants. We will also provide worksheets and the suggestion of practical play- based activities which require simple materials which are easily accessed in the home. **KS1 and 2** • For children in Years 1-6, provide daily learning opportunities for English and Maths and weekly learning opportunities for foundations subjects, in line with the planned class-based curriculum. These will be available on the school website and will be supported by posts on the Class Dojo Class Story pages. • Provide relevant pre-recorded videos to explain concepts and ensure pupils understand their learning. • Provide links to commercially available websites which support the teaching of specific subjects, including video clips. • Provide a suggested weekly timetable for the pupils. • Provide support and feedback for home learning on Class Dojo daily, throughout the week, during the normal school hours. Where necessary, we will provide additional support via contact with a relevant member of staff to provide additional support for those children with particular vulnerabilities or additional needs. • Monitor and record the daily engagement of pupils' learning and work with pupils and their families to secure best engagement possible. Where little or no engagement is taking place, teachers will contact the parents to offer support and advice as appropriate. • Provide feedback where appropriate, to move learning on. This will happen via Class Dojo portfolio comments or email if received in this method. Staff will be available during the school day to add comments as work is received. • Log any welfare concerns on the welfare report document. • Log any safeguarding concerns on CPOMS and liaise with relevant DSL. • Adhere to all the professional expectations of conduct and fulfil expectations of Teachers Professional Standards.

	• Model online safety expectations and give frequent reminders about staying safe online as and when appropriate (i.e. not so that it interrupts the learning, but often enough that the reminders aren't forgotten).
Our pupils will be expected to:	**Nursery-** **Tier 1 & 2** • Be strongly encouraged to have a go at completing some of the suggested tasks and to practise the skills outlined in their next steps (Tapestry) with parental support. **Reception-** **Tier 1** • Aim to complete some daily tasks independently. Parents should guide but not offer so much support that children unable to practise their independent skills. • Practise some reading and key words as a minimum every day. **Tier 2** • Try to complete all of the daily tasks in Phonics, Maths Reading & Writing every day. • Continue to practise some daily reading including key words. • Have a go at the challenges set via feedback or additional activities. **KS1 and 2** **Tier 1** • Engage with the home learning and complete it to the best of their ability. • Use online resources such as TTRockstars to practice their skills whilst at home. **Tier 2** • Engage with the home learning and complete it to the best of their ability. • View the teaching videos and complete the tasks set by the teachers, completing work in a school exercise book that has been sent home or on paper at home or in any other way directed. • Use online resources such as TTRockstars to practise their skills whilst at home. In total, children should spend a minimum of 3 hours (KS1) and 4 hours (KS2) on their home learning. However, we also recognise that health and wellbeing are paramount and we appreciate that the level of work that might be undertaken by a child will reflect the situation and circumstances at home.

Our parents will be responsible for:	**Nursery** **Tier 1 & 2** • Accessing the learning activities for their child via Tapestry and providing the activities in the home environment. • Working on their child's next steps (ongoing). • Sharing their child's achievements through regular weekly observations on Tapestry (photos or comments) • Requesting support where needed (class email or Tapestry). **Reception** **Tier 1** • Accessing the daily activities for their child via Tapestry. • Ensuring that the activities are provided in the home environment. • Offering support to ensure that the child understands the task and is given some verbal guidance where appropriate. • Supporting your child with daily reading –learning key words and new letter sounds. • Liaising closely with your child's class teacher to ensure that you have the materials and any further support needed. **Tier 2** • Ensuring that all materials are ready for home learning ideally at the beginning of each day. Tapestry materials will be uploaded early each morning to avoid problems with downloading at busy periods. Any questions or supported can be requested via Tapestry or the class email accounts. • Setting a routine which works for the child and family to offer consistency and ensure that daily time is allocated to the home learning. An example is available on Tapestry. • Supporting children to manage their concentration and stamina for learning by planning a routine to cover the home learning. (We advise that it is delivered in short sessions (5-10 mins) to maximise concentration. Plan in breaks of practical, play-based activities e.g. puzzles, Lego, play dough between the learning tasks). • Supporting children to develop their independent skills particularly with writing- encourage children to use their phonic knowledge rather than copy writing. Adults should support mostly with verbal guidance and to re- explain tasks where needed. Tasks are designed for children to be able to complete independently

	• Regularly checking in with staff to offer feedback on how their child is responding to the activities and to report any difficulties they are having. • Posting observations on Tapestry at least weekly. • Supporting their child to practise their reading skills daily. **KS1 and 2** **Tier 1** • Communicating any issues or asking for support with the home learning from school staff, during the school hours, via Class Dojo or Tapestry messaging. • Supporting their child(ren)'s learning and promoting a positive learning environment for any work to be completed. This may include setting a clear routine using the suggested timetable and the daily learning set. • Reading all communications that come out from the school to ensure they are fully aware and up to date with information. • Liaising with school staff and seeking support on behalf of their child when needed, with class teacher via Class Dojo/Tapestry messaging or email. **Tier 2** • Communicating any issues or asking for support with the home learning from school staff, during the school hours, via Class Dojo or Tapestry messaging. • Supporting the children's learning and promoting a positive learning environment for any work to be completed. This may include setting a clear routine, using the suggested timetable and the daily learning set. • Supporting their child(ren) by sharing with the teacher, pictures of completed work for assessment and feedback. This will involve submitting work to their child's Class Dojo or Tapestry portfolio or via email. • Reading all communications that come out from the school to ensure they are fully aware and up to date with information. • Liaising with school staff and seeking support on behalf of their child when needed, with class teacher via Class Dojo/Tapestry messaging or email.