This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education 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 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?

Children should log on to Google Classroom and access the work in the section entitled, 'COVID related absence.' If the whole bubble is sent home from school, then they will take home a pack of resources such as work and equipment.

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 have needed to make some adaptations in some subjects and for different age groups. For example, we cannot use Kagan at home and Foundation children cannot access continuous provision. It is also more difficult to teach practical subjects and music at home. Different ways of teaching these subjects will be found.

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 a minimum of three hours each day.

Accessing remote education

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

St Mary's will use Google Classroom as a single, interactive platform for our remote education provision. This has allowed us to create virtual classes. It has enabled a single point of access for all lessons and resources and allowed teachers to host both live and recorded sessions with pupils.

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:

Access to appropriate devices and connectivity is essential for technology-led approaches to remote education. St Mary's Catholic Primary School will endeavour to find out and maintain an up-to-date record of which pupils and families do not have device or internet access.

Where necessary and possible, school technology resources could be used to support pupils without sufficient remote facilities. This could include providing laptops and chargers to identified families with any usage or loan agreements necessary to help safeguard school property.

The school will ensure that any equipment obtained under the DfE's Get help with technology programme is clearly identified and ready to be re-distributed for a similar purpose.

St Mary's Catholic Primary School will ensure they have up to date DfE guidance about planning for local restrictions.

There is a 'device loan' tab on the school website to allow parents to apply for a device. The school office will deal with requests and pass them on to the IT technician who will work with families to set these up ready for use.

Pupils can access printed materials needed if they do not have online access by contacting the school office who will arrange for packs to be made up and delivered/collected. Pupils can return this work to the school office where it will be quarantined before being passed on to the class teacher to be marked.

How will my child be taught remotely?

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

The curriculum will include a range of high quality online and offline resources and teaching videos, and will be linked to the school's curriculum expectations. It will include:

- live teaching and discussions though Google Meet sessions

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

- printed paper packs produced by teachers (e.g. workbooks, worksheets)

- textbooks and reading books pupils have at home

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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?

Unless there are extenuating circumstances, we expect pupils to engage daily with remote education. We understand that many parents are trying to work from home as well as juggle remote learning, and so we aim to provide daily contact with class teachers to support pupils. This should minimise the time parents need to spend supporting their child.

We do ask that parents help get their children in a routine so that they are ready to learn, provide them with a quiet space to work and check that they have all the resources they need.

Parents should contact school is they are not able to support their children in this way.

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

Teachers and teaching assistants will be monitoring participants in Google Meet sessions every day. They will also check that pupils are submitting the work set on Google Classroom.

Where engagement is a concern, school will contact parents to see what we can do to support their child in accessing more of the sessions and completing the work.

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:

Work submitted in Google Classroom will be read by a teacher or teaching assistant. Where it is deemed appropriate and necessary, comments will be left to give praise or support next steps. Verbal feedback will also be given to pupils in Google Meet sessions.

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:

For many pupils with SEND, the teaching envisaged by DFE guidance would need to be adapted. SEND pupils have a wide range of specific needs. Their teachers are likely to know these needs best, and how they can be most effectively met to ensure pupils continue to make progress wherever possible if they are not able to be in school.

It is likely that more individualised planning may need to happen in many cases, and that the support of adults in the home will be a significant advantage where that is possible.

SEND pupils may be supported through the use of Oak National Academy specialist content. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy.

Mrs Price, our SENCO, will be in regular contact with SEND pupils who are working from home to discuss how to secure the special educational provision required for individual pupils. We will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions will be considered on a case by case 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.

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

The isolating pupil will continue to access work on Google Classroom and will have live contact with Mrs Linacre through Google Meet sessions. The work on Google Classroom will match the work that children complete in school.