

Holy Cross Federation



Remote Learning Offer

Remote education provision: 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 first days of remote education, pupils will be emailed with activities relating to English, Maths, Reading and Phonics – as far as possible this will replicate the learning that is happening in school, if self-isolation, or will continue the Teachers' plan of learning should the school be closed. Paper based learning packs will be prepared to provide the children with learning they can access in the immediate days of remote learning.

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 approach to remote learning:

These principles are informed by the DfE's requirements in respect of remote learning, and underpin our approach:

- Planning will be informed by the feedback from any prior remote learning that has taken place
- Pupils will study a broad range of subjects, including the full national curriculum, RSE and PE, with slight adaptations where needed due to learning remotely rather than being in school.
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning via video lessons and feedback from staff.
- Those who cannot attend school will access similar learning to that which their bubble is completing within school, or Keyworker/ Vulnerable children who are accessing face to face learning in school.
- Activities will be varied and not solely consist of 'screen time', for example Art and PE
- Staff have accessed training to provide online learning safely
- Teachers will communicate the purpose of activities and the success criteria through an introduction to each activity (this may be written or video)
- SEND will not be a barrier to accessing curriculum at home, the school will work in partnership with families by providing access and learning for all. All children with EHCPs will continue to have their needs met while learning remotely.

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:

Key Stage 1	Minimum of 3hrs per day
Key Stage 2	Minimum of 4hrs per day

Accessing remote education

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

- All pupils will have access to the resources they need to learn. We will ensure this by providing laptops and web access for those in need, through the DfE distribution system, and the schools' own where needed.
- Teachers will have access to a wide variety of resources to share remotely as outlined above, these resources will be quality assured by subject and senior leaders.
- Online tools/ school subscriptions for: Zoom, White Rose hub, Mathletics, Nessy, Tackling Tables, Discovery Education Espresso, Discovery Education Coding, Classroom Secrets, PE Hub, Imoves, Marvellous Me, Teams and online office programs via school email accounts.
- Information for parents – located on the school website and sent by email from the main teacher accounts and offices.
- Use of recorded video sessions for instructional videos, modelling of teaching video clips, pastoral sessions and collective worship.
- Short live video session to be delivered at least once daily for a collective worship, check in, introduction to the morning/ afternoon learning, story time.
- Printed learning packs – to be distributed in advance, when the lockdown is announced and children leave school, or delivered by staff/ collected by parents. These will focus on practice of new knowledge; this may include reading books, workbooks, exercise books and stationery. These will also support the children with the learning being delivered online
- Other physical materials may be distributed, manipulatives for Maths, or as part of an SEND plan for specific pupils – these are to be returned to the school on completion of the isolating period.

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:

Where children do not have access to digital/ online resourcing we will provide laptops to enable them to do so, and can offer additional data sims/ routers through the DfE distribution system and our local County Council offer.

Where necessary provision can also be provided at school, should it be impossible for a child to access the remote education through lack of digital/ online access.

Pupils will also be supported with remote education through the provision of paper based learning, and regular contact with staff in school via telephone calls.

How will my child be taught remotely?

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

- Online tools/ school subscriptions for: Zoom, White Rose hub, Mathletics, Nessy, Tackling Tables, Discovery Education Espresso, Discovery Education Coding, Classroom Secrets, PE Hub, Imoves, Marvellous Me, Teams and online office programs via school email accounts
- Information for parents – located on the school website and sent by email from the main teacher accounts and offices.
- Use of recorded video sessions for instructional videos, modelling of teaching video clips, pastoral sessions and collective worship.
- Short live video session to be delivered at least once daily for a collective worship, check in, introduction to the morning/ afternoon learning, story time. Class/ small group zoom sessions are also delivered.
- Printed learning packs – to be distributed in advance, when the lockdown is announced and children leave school, or delivered by staff/ collected by parents. These will focus on practice of new knowledge; this may include reading books, workbooks, exercise books and stationery.

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?

Holy Cross Federation 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 best suit their individual needs.

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. In the event of a full bubble or school closure, we recommend that each 'school day' maintains structure through a daily timetable shared by the teacher.
- We would encourage parents to support their children's work, including finding an appropriate place to work, and where possible, support pupils with work encouraging good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly via the office or teacher email, and alternative solutions may be available.
- All pupils must adhere to the 'Acceptable Use Policy' at school which includes e-safety rules. This applies when children are working on computers/ technology at home.

The school expects all children to engage with remote learning, whether this is through the digital offer, or alternative provision that has been made with the school to provide education.

Regular contact is maintained with all pupils and parents through email, video and telephone calls. The school reinforces through regular Teacher emails, and weekly email from the Headteacher that the school is here to support their children, and contact should be made for any reason.

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

Staff involved in the teaching of the children will monitor the engagement of the children, where there are concerns, contact will be made with parents either via the Teacher or the School office to alert parents of the concerns, and to offer additional support.

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. Our approach to feeding back on pupil work is as follows:

Whole-class feedback or quizzes marked automatically via digital platforms

Through live video calls, staff can use Assessment for Learning principles based upon the conversation that occurs. Parents and children are able to access support from staff regularly via email, live video call to discuss learning, providing immediate feedback.

Pupils are encouraged to submit work through the digital platform and by email, in order for teachers to provide feedback. Pupils whose access to remote learning is paper based, are able to submit their work to the school, for Teachers to assess and provide feedback.

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:

SEND will not be a barrier to accessing curriculum at home, the school will work in partnership with families by providing access and learning for all. All children with EHCPs will continue to have their needs met while learning remotely. Children with EHCPs, or EHCPs in application are offered a place in school and continue to access the support needed.

Staff are aware of who is on the SEN register, and are providing learning that they can access, and supporting parents to enable them to support their children. The SENCo is available to discuss this further with parents. Virtual SEND cafes, are planned to support parents, and allow them to come together to discuss any difficulties they may be having.

Our younger pupils are provided with opportunities throughout the day to come together on video calls with their teachers. Their teachers keep regular contact with parents through daily emailing, and providing learning that is accessible and learning that nar-

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?

Where a child is self-isolating and the school remains open, they will be provided with a remote learning pack. This will replicate the learning that is happening in school. Daily contact will be maintained between school and the family to ensure learning is being understood and offer any additional support.