

St. Augustine's Catholic Primary School

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We try to follow Jesus by loving each other and caring for God's world.



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.

1 - 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?**

Remote learning provision is available for all classes each week on the relevant platforms:

- EYFS: Nursery & Reception – Tapestry
- KS1: Years 1&2 – Google Classroom
- LKS2: Years 3&4 – Google Classroom
- UKS2: Years 5&6 – Google Classroom

Class Teachers can be contacted for log in details and any technical difficulties. Please see the Remote Learning Policy for contact details – [click here](#)

It is expected that KS2 children will be able to log into the Google Classroom independently using their own email addresses.

Paper copies of all the work can be requested and available for collection or delivery. Please contact your child's class teacher to request printed paper copies.

If you need any other additional resources, e.g. stationary, a digital device or internet access, please contact your child's class teacher or the school office.

- **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. Teachers will cover the same subjects and lesson content on each day.

However, we have needed to make some adaptations in some subjects. For example, Physical Education lessons will look different in the school because we have specialised equipment for the children to use.

2 - 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:

Early Years Nursery and Reception	We do not expect a set amount of hours spent on learning each day for EYFS. We recommend at least one activity should be completed each day. It is important for young children to have a routine on school weekdays to help their wellbeing. We recommend helping your child daily on weekdays with phonics and reading as a priority.
Key Stage 1 Years 1, 2	3 hours per day is the minimum expectation for remote provision as guided by the Department for Education. This includes: <ul style="list-style-type: none">- Daily Phonics- Daily Reading- Daily English activity- Daily Maths activity- Daily exercise In addition, a topic lesson covering other national curriculum subject areas will be planned for each day.
Key Stage 2 Years 3, 4, 5, 6	4 hours per day is the minimum expectation for remote provision as guided by the Department for Education. This includes: <ul style="list-style-type: none">- Daily Reading- Daily English activity- Daily Maths activity- Daily exercise In addition, a topic lesson covering other national curriculum subject areas will be planned for each day.

3 - Accessing remote education

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

Lesson activities will be set using the following online platforms:

- EYFS: Nursery & Reception – Tapestry
- KS1: Years 1&2 – Google Classroom
- LKS2: Years 3&4 – Google Classroom
- UKS2: Years 5&6 – Google Classroom

Additional websites:

- Phonics Bug (KS1)
- Times Tables Rock Stars (KS1 & KS2)
- White Rose Maths (KS1 & KS2)
- Oak Academy – video lessons (Whole School)
- BBC Bitesize – video lessons (Whole School)
- Jigsaw – Communication app between School and families (Whole School)
- Zoom – Video app for live assemblies and class sessions (Whole School)

▪ 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:

Paper copies of all the work can be requested and available for collection or delivery. Please contact your child's class teacher to request printed paper copies.

If you need support to access a digital device or internet connection, please contact your child's class teacher or the school office – office@st-augustines.norfolk.sch.uk

▪ How will my child be taught remotely?

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

When teachers set learning activities:

- Activities should be planned to last around 30-45 minutes (20 minutes minimum or longer depending on interest and ability).
- Activities should be planned to encourage self-led learning, are open ended and can be extended by a child's interest.
- Activities should be designed with simple clear instructions, so that they can be completed independently by the majority of children. Adaptations are created for SEND children.
- Activities should be designed to include a variety of learning styles, e.g. speaking and listening, writing, physical, practical and online.

Some examples of remote teaching approaches:

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers).
- printed paper packs produced by teachers (e.g. workbooks, worksheets).
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

4 - 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?**

Teachers will provide families with a suggested timetable that is appropriate to the child's age group. Following this timetable will help establish routines that support learning and well-being.

Following this guidance will help your child develop healthy learning habits:

1. Establish routines and expectations

It is important to develop good habits from the start. Create a flexible routine and talk about how it's working over time. Chunk your days into predictable segments. Help students get up, get dressed and ready to learn at a reasonable time. Everybody make your bed! Keep normal bedtime routines, including normal rules for digital devices. Adjust schedules to meet everyone's needs but don't default to staying up late and sleeping in (However, a 'duvet day' now and then can be a treat).

2. Choose a good place to learn

Your family's regular learning space for occasional homework might not work for extended periods. Set up a physical location that's dedicated to school-focused activities. Make sure it is quiet, free from distractions and has a good internet connection. Make sure an adult monitors online learning. Keep doors open, and practice good digital safety. Our teachers and safeguarding leads will do the same.

3. Stay in touch

Teachers will mainly be communicating regularly through our online platforms and virtual learning environments. Make sure everyone knows how to find the help they need to be successful. Stay in contact with class and support teachers, school leaders and our parent support worker but, understand it may take a day or two for us to respond. If you have concerns, let someone know.

4. Help your child to be independent in their own learning

No one expects parents to be full-time teachers or to be educational and content matter experts. Provide support and encouragement, and expect your children to do their part. Struggling is allowed and encouraged! Don't help too much. Becoming independent takes lots of practice. At school, your child usually engages with others students and any number of adults hundreds of times each day. Many of these social interactions will continue from a distance, but they will be different. You cannot replace them all, and that's OK.

5. Begin and end the day by checking-in

In the morning, you might ask:

- What lesson activities do you have today?
- How will you spend your time?
- What resources do you need?
- What can I do to help?

At the end of the day you might ask:

- How far did you get in your learning tasks today?
- What did you discover? What was hard?
- What could we do to make tomorrow better?

These brief grounding conversations matter. Checking in students to process instructions they received from their teachers, and it helps them organise themselves and set priorities – older students too. Not all students thrive in distance learning; some struggle with too much

independence or lack of structure. These check-in routines can help avoid later challenges and disappointments. They help students develop self-management and executive functioning that are essential skills for life. Parents are good life coaches.

Online video sessions:

Please follow the 'Online Video Rules' published on the school website on each class page: <http://www.st-augustines.norfolk.sch.uk/wp-content/uploads/2020/11/2020-21-Online-Video-Rules.pdf>

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

Teachers will contact children/parents via Google Classroom, Zoom calls or emails.

If Teachers do not see evidence that a child is engaging with remote learning, they will either make a phone call or email those families as a priority.

All families will have a check-in email, Zoom or phone call at least every 4 weeks.

All families are encouraged to contact their child's class teacher or the school if they have any queries or concerns. Contact details are available in the Remote Learning Policy – [click here](#)

- **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:

Teacher's will assess children's work and progress by:

- Daily messaging using the age appropriate platform, e.g. Tapestry or Google Classroom.
- Weekly email / phone call / zoom to families that do not have access to an online platform.

It is expected that Teachers will give feedback to children about their learning at least once a day for at least one subject.

Feedback will highlight children's achievements and an area to develop or an idea to remember.

5 - 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 children with SEND, adapted activities will be provided or suggestions on how to adapt an activity.

Support Staff may provide Zoom sessions to deliver specific support programmes.

For children with SEND, Personalised Support Plans (PEPs) will share target areas and strategies that will support the child's individual needs.

The school Inclusion Coordinator and SENCO – Gill Harrowven can offer additional advice and support.

email: senco@st-augustines.norfolk.sch.uk

6 - 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 frequency of contact and support will differ from the expectations in section 4 – **'How will you assess my child's work and progress?'**

Teachers may not be able to deliver daily feedback, especially during school teaching hours from 8:45am – 3:15pm.

Live video sessions will not be available as frequently.