



## **St. Cuthbert's R.C. Primary School**



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### **Remote Education Provision**

#### **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 coronavirus (COVID-19) pandemic is an unprecedented challenge facing all educational establishments. It has required that all schools adapt their traditional teaching methods to incorporate those children who have to remain at home, for some weeks, due to government guidance and restrictions, as is the case with this third National Lockdown which is currently in place to tackle the transmission of the virus.

Where a class, group or a small number of children need to self-isolate, or where local or national restrictions require children to remain at home, school will provide blended/remote learning to enable all children to continue to learn and progress. Our remote/ blended learning plan has been made with our children and their families in mind and the lessons we, as a school, have learned since the first national lockdown. We believe that this strategy will work best for the children at our school.

The government does not expect parents to perform as teachers, nor expect remote learning to be 'education as normal but from home,' but all staff at St Cuthbert's would hope that our families will work with us to keep children engaged with their learning. We also recognise that families have individual circumstances such as multiple siblings, home working commitments, technological barriers so we want to work in close partnership with our families to support them. We acknowledge and understand the difficulties that may arise when children are accessing school work at home – please remember we are only a phone call or an email away.

#### **The remote curriculum: what is taught to pupils at home and what should my child expect from immediate remote education in the first day or two of pupils being sent 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.

All children now have access to ClassDojo. Initial communications informing parents of plans will be communicated both via this platform and our school app. Whilst staff prepare for a longer period of remote learning initial tasks set might involve directing children to some of our remote learning apps (dependent on age groups) such as: Mathletics, Readwriter, Reading Eggspress, Reading Eggs, Maths Seeds, Phonics Play and Spag.com.

All children have been provided with log in details for these apps, but if any can't locate them they can contact the class teacher over Dojo who will be able to ensure they get them and can access these to complete any work set. Children also have some CPG books so teachers can also initially set work to be completed independently and all children have a remote learning Mathematics and English exercise book so that work can be completed in these too. Staff in school will also prepare hard copy packs of work and if there is further need, additional workbooks will be purchased for those struggling to access online work. Parents will be allocated times to come and collect these when they are ready for collection from school and for parents that are isolating or shielding we will deliver them.

### **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?**

Children accessing remote learning will be completing the same work as Critical Workers and Vulnerable children attending school. Staff will be mostly teaching the same curriculum as the children would have been being taught in school but the times the topics were going to be taught may be altered if teachers feel some topics will lend themselves better to remote learning than others. Some adaptations will be necessary in foundation subjects, modifying the challenges as appropriate. For example, children's home learning environments will not offer the same space, musical instruments, or other resources and equipment that we provide at school.

Children in EYFS will access age appropriate daily Phonics, Literacy and Mathematic tasks and learning through play to address the other learning strands within the EYFS framework.

Children in KS1 will access a daily Phonics lesson, a daily Literacy lesson (either Reading, SPAG or writing), a daily Mathematics lesson and a daily third lesson which will be either Science, RE, Creative Curriculum (Foundation Subjects) or PE.

KS2 children will access four hours of lessons and these will include a daily Literacy lesson (either Reading, SPAG or writing), a daily Mathematics lesson and two further lessons each day which will cover subjects such as Science, RE, Creative Curriculum and Project Work/News and Views (for Foundation Subjects) and PE. Timetables for each year group are included as an appendix at the end of this document.

## **In what format will remote learning take place and how will parents and teachers communicate with each other?**

Weekly contact with vulnerable and SEND children will be made by staff to ensure that they are able to access work and any support required is given. Vulnerable children and families needing support will be contacted by our school counsellor via telephone call at home or in school and we will also be using staff and our attendance team to offer support welfare visits to families that request it, that communicate with us that they are struggling or through random selection. Some families have been allocated laptops and iPads from school to support remote learning. Where parents are having issues with accessing technology or learning for a day they are asked to contact their teachers or their teachers will contact them to see what support we can offer.

## **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	15 Minutes Phonics  3 Hours of lessons including two core lessons – Mathematics and English.
Key Stage 2	4 Hours of lessons including two core lessons – Mathematics and English.

## **Accessing Remote Education**

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

Staff will use a mixture of teaching methods over our learning platform Class Dojo through prerecorded videos of lessons being taught, teachers talking through a Powerpoint or written instructions. These can be accessed through Class Dojo from phones, laptops, Ipads and games consoles. Children will also be able to access remote learning apps that have been purchased to support home learning such as Mathletics.

Remote Education may further be supplemented by, but not solely limited to:

Mathletics and Readwriter

[Mathletics Sign In](#)

Mathseeds

[Home - Mathseeds](#)

Spag.com

<https://www.spag.com>

Reading Express and Reading Eggs

[Home - Reading Eggspress | Where reading is just part of the adventure!](#)

[Learning to Read for Kids | Learn to Read with Phonics | Free Trial – Reading Eggs](#)

Phonics Play

[PhonicsPlay](#)

BBC Bitesize and CBBC television channel

<https://www.bbc.co.uk/bitesize/levels/z3g4d2p>

<https://www.bbc.co.uk/bitesize/levels/zbr9wmn>

WhiteRose Maths

<https://whiterosemaths.com/for-parents/>

Oak Academy

<https://www.thenational.academy/>

## **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:

- The school has a small number of laptops available for loan. The Senior Leadership Team meets every week to make decisions on the allocation of these resources. Priority is given to families of children with multiple siblings, those with children in care, children with Special Educational Needs including disabilities, and families who have received support from the local authority social services who are not attending school. Parents who need support in this provision should contact the school office in confidence by emailing [office@stcuthbertsprimaryschool.co.uk](mailto:office@stcuthbertsprimaryschool.co.uk) or by phoning the school on 0191528594.
- In the event of a system failure of Dojo a text message will be send out and children should use the online aps available to them, their CPG books or their home packs.
- We have chosen an online platform that is compatible with the majority of tablets, phones, laptops and game consoles. Where parents do not access Dojo, parents will be emailed or hard copies of work provided.
- Online safety guidance is shared with parents and children and is available on the school website [St Cuthbert's RC Primary](#)

## **How will my child be taught remotely?**

Staff will use a mixture of methods over our learning platform Class Dojo through prerecorded videos of staff teaching, directing them to other prerecorded videos from i.e. Oak Academy, Power points with audio of teachers talking children through them and written instructions. We have opted for prerecorded videos so parents and children can access work at a mutually convenient time as we recognise that many of our parents are working from home and may share devices with their children or between siblings and would struggle to access live teaching.

Children will receive differentiated work where appropriate like they would in class. Children and parents will be able to contact teacher requesting additional support and teachers can respond via videos or in writing on Dojo to help children. Children will submit their completed work. This will either be sent back as draft work with comments if further work is needed on the piece/amendments need to be made on the submitted work or the piece will be approved. Staff will include moving on comments to create dialogues and interactions with children. Project work will be curriculum focused, linked to topics and key events to allow children to further focus on foundation subjects.

Teachers will outline the plan for the day every morning either as a video or in writing. Children will then be encouraged to work through the work and lessons provided and can either submit videos of work, use the exercise books and take photos of the work completed or request hard copies of work upon an agreed collection time.

Staff will monitor engagement of children from home and where children are not actively participating and accessing work, staff will communicate with these parents and children to offer support.

## **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?**

We expect the children to check in daily to Dojo to see what lessons have been set, and once their work is completed, to upload it for marking and to check back later for feedback. For our younger children, parental support is invaluable in establishing good daily work habits, in helping the children to develop confidence in accessing and uploading challenges remotely, and to check and support that they are completing their work to the best of their ability. This will enable you as parents to see if your child needs any further support, which you can raise with the school.

For older children, we expect parents to have an overview of the tasks completed and to encourage children to take responsibility for completing tasks and to monitor and encourage them during the day to manage their time effectively as this will help them develop good habits for when they move to their secondary schools. Participation in online

learning is reviewed weekly and families will be contacted if there are concerns about engagement. If there are any circumstances that may impact on your child accessing or completing work we would expect parents to communicate with their class teachers so we can see what support can be offered. The SEND team will also keep in weekly contact with families where there are particular needs.

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

Our Dojo system is linked up to parents so when children submit work and it is looked at and approved by their teachers you will receive a notification to let you know there is new work in their portfolio. Parents can read and comment on the work children have submitted to as well as having access to the teacher's comments.

With our younger children, parents are usually aware of their online access and will be supporting children to upload videos and work to their profiles. Teachers will be checking and approving work daily as well as monitoring threads and messages from children. Staff will use the messaging system on Dojo to communicate, where needed, on a daily basis with parents. Staff will also complete a weekly analysis to monitor engagement and if they are concerned that a child is not accessing or uploading work, they will telephone to discuss any issues that may be a barrier to engagement. We will then look at what support can be put in place for example via loans of laptops.

### **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:

- Feedback is given daily on the online platform when work is submitted to children's portfolios. These can include a simple acknowledgement that work is correct, for example using stars or smiley faces or the 'like' button.
- Where there are errors or mistakes, these may be described to the child, or hints given on how to correct the work. Work may be sent back to the child as draft for corrections to be implemented before the work is approved.
- When appropriate, further questions or challenges may be posed to encourage deeper thinking or generalisation of learning.
- Children and parents will be encouraged, when submitting work to highlight how independently the work has been completed. As most work will be differentiated it will allow staff to see how children are doing and coping with the work set.

## **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 pupils with SEND, where the work that they are able to access is considerably different to the normal range of work provided, individualised online learning or printed learning packs will be prepared as appropriate.
- Videos introducing, explaining and modelling learning challenges are uploaded alongside the daily challenges. This enables the children and parents to watch videos at a convenient time, re-watch if needed, and enables parental support for children. This can be particularly beneficial as it allows repeated access, enables the level of challenge in a subject to build daily, and is particularly helpful where Mathematics is taught in a different way to how many of our parents themselves were taught – something that is frequently encountered.
- The SENDCO and class teachers will maintain regular contact with registered pupils to adjust support as needed and monitor engagement.

## **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?**

We will aim to provide work that mirrors much of that being taught daily in class. This will be uploaded onto the school's online platform or via a printed pack. It may not be possible to facilitate all foundation subjects, but core subject learning will be covered as much as possible. Where this is not, other alternatives such as use of workbooks such as CPG or our remote learning apps will be used.

# APPENDIX – Timetables EYFS to Year 6



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## EYFS- Nursery and Reception

### Remote Learning/Lockdown Timetable 2021

A timetable in early years will look very different to the rest of the school. Activities/lessons are better approached little and often and you may want to repeat a short activity throughout the day with your child.

We will send you activities which cover the 7 areas of the Early Years curriculum. From previous information given you will remember that effective learning in the Early Years Foundation Stage involves playing and exploring, active learning and creating and thinking critically as explained in the chart.

Over the course of the 'lockdown' day the children should access –

- A phonics or communication and language activity
- Literacy which would include some reading [including enjoying a story together] or writing or both
- Mathematics which may include some counting games and rhymes
- Time for play of the child's own choice
- Another activity which may include 1 or more of the following – Personal, Social and Emotional Development/Physical Development/Understanding the World/Expressive Arts and Design

Characteristics of Effective Learning	Area of Learning and Development	Aspect
<b>Playing and exploring – engagement</b>  Finding out and exploring Playing with what they know Being willing to 'have a go'	<b>Prime Areas</b>	
	<b>Personal, Social and Emotional Development</b>	Making relationships Self-confidence and self-awareness Managing feelings and behaviour
	<b>Physical Development</b>	Moving and handling Health and self-care
	<b>Communication and Language</b>	Listening and attention Understanding Speaking
<b>Active learning – motivation</b>  Being involved and concentrating Keeping trying Enjoying achieving what they set out to do	<b>Specific areas</b>	
	<b>Literacy</b>	Reading Writing
	<b>Mathematics</b>	Numbers Shape, space and measure
	<b>Understanding the World</b>	People and communities The world Technology
<b>Creating and thinking critically - thinking</b>  Having their own ideas Making links Choosing ways to do things	<b>Expressive Arts and Design</b>	Exploring and using media and materials Being imaginative



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## KS1- YEAR 1

### Remote Learning/Lockdown Timetable 2021

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lesson 1 (15 Min Lesson)</b>	Phonics	Phonics	Phonics	Phonics	Phonics
<b>Lesson 2 (1 Hour)</b>	English	English	English	English	English Comprehension Grammar CPG Books + Extra work based on the topics in the CPG books
<b>Lesson 3 (1 Hour)</b>	Maths CPG Books + Extra work based on the topics in the CPG books	Maths CPG Books + Extra work based on the topics in the CPG books	Maths CPG Books + Extra work based on the topics in the CPG books	Maths CPG Books + Extra work based on the topics in the CPG books	Maths Arithmetic
<b>Lesson 4 (1 Hour)</b>	Creative Curriculum	RE	RE	Science	PE
Additional Resources or activities may be made available on- Math seeds, Spag.com, Reading Eggs, Phonics Play					





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KS1 – YEAR 2					
Remote Learning/Lockdown Timetable 2021					
	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1 (15 Min Lesson)	Phonics	Phonics	Phonics	Phonics	Phonics
Lesson 2 (1 Hour)	English Grammar CPG Books + Extra work based on the topics in the CPG books	English	English	English	English Comprehension CPG Books + Extra work based on the topics in the CPG books
Lesson 3 (1 Hour)	Maths CPG Books + Extra work based on the topics in the CPG books	Maths CPG Books + Extra work based on the topics in the CPG books	Maths CPG Books + Extra work based on the topics in the CPG books	Maths Problem Solving	Maths Arithmetic
Lesson 4 (1 Hour)	RE	Science	Creative Curriculum	RE	PE
Additional Resources or activities may be made available on- <a href="#">Mathseeds</a> , <a href="#">Spag.com</a> , <a href="#">Reading Eggs</a> , <a href="#">Phonics Play</a>					



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LOWER KS2 – YEAR 3					
Remote Learning/Lockdown Timetable 2021					
	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1 (1 Hour)	English – Reading/ <a href="#">Reading Eggspress</a>	English – SPAG  <a href="#">Spag.com/</a> <a href="#">Readiwriter</a>	English - Writing	English - Writing	English – Big Writing
Lesson 2 (1 Hour)	Maths	Maths	Maths	Maths	Arithmetic Test  Mathletics
Lesson 3 (1 Hour)	RE	RE	Science	Creative Curriculum	Creative Curriculum
Lesson 4 (1 Hour)	CPG Maths, Reading and Grammar	Project Work	*Science Experiment	Project Work  Music – Melody Signs	PE
*Science Experiment is a stand-alone, fun and practical experiment not necessarily related to the core Science lesson					



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LOWER KS2 – YEAR 4					
Remote Learning/Lockdown Timetable 2021					
	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1 (1 Hour)	English - Grammar	English - Writing	English - Writing	English - Writing	English – CGP Comprehension  Readiwrite
Lesson 2 (1 Hour)	Maths	Maths	Maths	Maths	Arithmetic Test
Lesson 3 (1 Hour)	RE	Creative Curriculum	Creative Curriculum	Science	RE
Lesson 4 (1 Hour)	CGP – Grammar and Punctuation  Spag.com	Project work	Project work	CGP – Maths  Mathletics	PE



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UPPER KS2 – YEAR 5					
Remote Learning/Lockdown Timetable 2021					
	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1 (1 Hour)	English Reading Comprehension	English Spelling, Grammar and Punctuation	English Writing	English Writing	English Writing/spelling
Lesson 2 (1 Hour)	Maths	Maths	Maths	Maths	Maths Arithmetic
Lesson 3 (1 Hour)	Creative Curriculum	Science	News and Views	RE	PE
Lesson 4 (1 Hour)	Creative Curriculum	Science	News and Views	RE	Mathletics, SPAG.com Reading press Readiwriter



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UPPER KS2 – YEAR 6					
Remote Learning/Lockdown Timetable 2021					
	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1 (1 Hour)	English Reading Comprehension	English Spelling Punctuation and Grammar	English Writing	English Writing	English Spelling Punctuation and Grammar
Lesson 2 (1 Hour)	Maths	Maths	Maths	Maths	Maths Arithmetic Test
Lesson 3 (1 Hour)	Creative Curriculum	Science	Project Work	RE	CPG Books Additional Resources or activities may be made available on- <del>Mathletics</del> , Spag.com, Reading Eggs, Phonics Play
Lesson 4 (1 Hour)	Creative Curriculum	Science	Project Work	RE	PE
Additional Resources or activities may be made available on- Mathletics, Spag.com and Reading Eggspress.					

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