

St Patrick's Catholic Primary  
& Nursery Voluntary Academy

**Remote Learning Policy**



**St Patrick's**  
Catholic Voluntary Academy

'An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge.'

Proverbs 18:15

## **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?**

Work will be assigned on seesaw from the first full day of closure. There will not be live lessons yet to enable time for staff to plan a quality remote learning curriculum provision. Staff will be available to give feedback on work uploaded to seesaw and emails can be sent to [admin@st-patricks.nottingham.sch.uk](mailto:admin@st-patricks.nottingham.sch.uk) for any parental queries.

### **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. Subjects such as English and Maths will continue with minimal adaptation to the planned coverage. Some subjects such as Physical Education, Design Technology and Art are not being provided following our curriculum overviews via distance learning due to a full understanding that parents and homes may lack the equipment necessary. However, we will provide resources such as active breaks to ensure children are kept physically and mentally healthy and provide adapted versions of art/DT.

## 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:

#### EYFS

EYFS	Live Morning Welcome	Live Lesson @ 10am and 2:30pm followed by work on Seesaw	Daily Seesaw Activities	Additional Activities
Monday	Daily on Teams @ 9-9:15	Story time with Mrs Slight	Maths Phonics Sing and Sign Wake and Shake Liturgy with Mrs Lane	Story time with Saint Patrick's Staff  Online Library books for reading  Liturgies from the Saint Patrick's team
Tuesday		Maths Fun with Mrs Sarno	Phonics Sing and Sign Understanding the World Activity Wake and Shake End of day Mindfulness	
Wednesday		PSED with Mrs Sarno	Maths Phonics Sing and Sign Wake and Shake Liturgy with the Chaplaincy Team	
Thursday		Ph-antastic Phonics with Mrs Cannell	Maths Sing and Sign Crafty Creative Session Wake and Shake End of Day Mindfulness	
Friday		RE with Mrs Cannell	Maths Phonics Sing and Sign Wake and Shake End of day Liturgy with Mrs Cannell	

#### Key Stage 1 – 3 hours minimum per day

Year 1	Live Morning Welcome	Live Lesson @ 11:30 and 3pm followed by seesaw work	Lesson 2	Lesson 3	Additional Activities
Monday	Daily on Teams @ 9-9:15	Reading Comp	Maths	Music	Phonics Numbots Reading book Liturgies Picture Book from Staff Active Breaks
Tuesday		RE	English	Maths	
Wednesday		Maths	English	Topic	
Thursday		Topic	Maths	English	
Friday		English	Maths	Topic	

Year 2	Live Morning Welcome	Live Lesson @ 11am and 1:30pm followed by seesaw work	Lesson 2	Lesson 3	Additional Activities
Monday	Daily on Teams @ 9-9:15	Reading Comprehension	Maths	Topic	Phonics Numbots Reading book Liturgies Picture Book from Staff Active Breaks
Tuesday		RE	English	Maths	
Wednesday		Maths	English	Music	
Thursday		Topic	English	Maths	
Friday		English	Maths	Topic	

### Key Stage 2 – 4 hours minimum per day

Year 3	Live Morning Welcome	Live Lesson @ 12pm and 1:30 followed by seesaw work	Lesson 2	Lesson 3	Lesson 4	Additional Activities
Monday	Daily on Teams @ 9-9:15	Reading Comprehension	Maths	Topic	PSHE	Spelling Class text Reading TTRockstars Liturgies Active Breaks
Tuesday		Maths	English	French	Comprehension Skills	
Wednesday		English	Maths	RE	Music	
Thursday		RE	Maths	English	Topic	
Friday		Topic	Maths	English	Art	

Year 4	Live Morning Welcome	Live Lesson @ 10:30 and 2pm followed by seesaw work	Lesson 2	Lesson 3	Lesson 4	Additional Activities
Monday	Daily on Teams @ 9-9:15	Reading comprehension	Maths	Art	Topic	Spelling Class text Reading TTRockstars Liturgies Active Breaks
Tuesday		Maths	English	Topic	French	
Wednesday		English	Maths	RE	Comprehension Skills	
Thursday		Topic	English	Maths	PSHE	
Friday		RE	English	Maths	Music	

Year 5	Live Morning Welcome	Live Lesson @ 9:30 and 1pm followed by seesaw work	Lesson 2	Lesson 3	Lesson 4	Additional Activities
Monday	Daily on Teams @ 9-9:15	Reading comprehension	Maths	Topic	PSHE	Spelling Class text Reading TTRockstars Liturgies Active Breaks
Tuesday		Maths	English	Music	French	
Wednesday		English	Maths	RE	Art	
Thursday		RE	English	Maths	Topic	
Friday		Topic	English	Maths	Comprehension Skills	

Year 6	Live Morning Welcome	Live Lesson @ 10:30 and 2pm followed by seesaw work	Lesson 2	Lesson 3	Lesson 4	Additional Activities
Monday	Daily on Teams @ 9-9:15	Reading comprehension	Maths	Music	Art	Spelling Class text Reading TTRockstars Liturgies Active Breaks
Tuesday		Topic	English	Maths	French	
Wednesday		English	Maths	Topic	PSHE	
Thursday		Maths	English	RE	Comprehension Skills	
Friday		RE	English	Maths	Topic	

## Accessing remote education

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

We will be using Seesaw for our main distance-learning platform, which can be accessed <https://app.seesaw.me>

We will also be supplementing our seesaw work with live lessons using Microsoft Teams.

These can both be downloaded as apps or accessed via a web browser.

### 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:

We encourage parents to contact the school office either by telephone on 0115915 2961 or emails [admin@st-patricks.nottingham.sch.uk](mailto:admin@st-patricks.nottingham.sch.uk) to discuss any barrier they may have to online learning.

School staff will endeavor to answer any questions and resolve technical difficulties eg. Providing access codes, and encouraging parents to access the online support as we strongly feel this is the best provision we can offer.

The distribution of the small number of laptops provided by the government have been provided under a set criteria. Disadvantaged children who would otherwise be unable to access remote education were given priority, however a number of other factors were considered by school such as families with no digital devices in the household, the only available device being a smart phone and/or sharing a single device with multiple family members.

Allocation of devices will be at the discretion of the school based on feedback from parental survey after Lockdown 2020 and feedback from class teachers monitoring access to remote learnings.

Where parents have informed us of difficulties with their internet connection and this is becoming a barrier to them accessing online learning, the school will apply for support with internet access.

Printed materials are available for collection from the school office with prior agreement. These paper packs are not identical to the provision on seesaw, they will require parents to support their child to access them and this is why we strongly recommend and will support families to access the online learning as we feel it is in the family's best interest.

Paper packs will contain 2 weeks' worth of work and families will need to return these to the school office for teachers to provide feedback and get another paper pack.

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

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

Remote learning via seesaw platform which include recorded lessons from Saint Patrick's staff, White Rose Maths recorded input, Ruth Miskin Phonics inputs.

There will then be activities on seesaw for all lessons.

To supplement these we have provided all children with access to the Rising Stars Online Library and Numbots/Trockstars.

We also provide liturgies, class texts, story time with staff, active breaks and a range of mental health and well-being activities from our school ELSA (Emotional Literacy Support Assistant) to ensure the children are supported spiritually, feel part of our community and support with their well-being.

We also provide live lessons via Teams meetings.

## **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 have a live morning meeting each day to help you and your family maintain a good routine of being awake and ready to learn for 9am, as on a school day.

We ask that children prioritise completing their English, maths, RE and topic work for the day as well attending their live lesson.

There is a recorded input for each of these lesson (or a live lesson) so children can watch and re-watch the videos for support from their teachers. Minimising the amount of teaching and support parents need to undertake.

As outlined above, children in KS1 should be completing 3 hours of learning a day and in KS2, 4 hours a day. These guidelines are set by the Department for Education (DfE).

After completing the maths, English, RE and Topic work if your child would like to access all the other engaging and enriching activities on offer from school to supplement their time we encourage them to do so.

Parents are expected to be present during live lessons, as outlined in the Trust policy which parents have signed.

Parents are encouraged to check in with their children's seesaw work by accessing their accounts and checking the work that they have produced for the day.

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

Teachers will be at their seesaw accounts from 9-3 daily, whilst not supporting in key worker groups. They will be providing written and verbal feedback to child/ren about the activities they complete, giving children targets and encouraging them to submit work to the same high quality they are capable of in school.

If there are concerns about quality of learning, teachers will discuss these with pupils via their seesaw accounts. However, if the quality or quantity of their work continues to not be what the teacher would expect of that pupil then teachers will make supportive calls home to discuss any reasons why this may have happened and offer support and possible solutions.

### **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:

Written or verbal comments for all 4 main lessons per day (English, maths, RE and topic).

Likes for other work submitted.

Comments on other activities may also be written/recorded by your teachers or teaching assistants.

Teachers will also provide feedback as a whole class to address any misconceptions or difficulties in their live lessons.

## **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:

Children who are on the SEND register can be offered a place in school if parents are finding work difficult and would find that supportive.

If through monitoring of remote learning, we can see children are struggling with remote learning we will call to offer support.

Personalised curriculums are provided for children who would ordinarily require a highly level of adaption and would therefore have 1:1 support in school.

## **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?**

Work will be provided on seesaw to give access to curriculum provision from the second full day of isolation with additional access to liturgy and acts of worship for pastoral support.

Feedback will be provided by teachers after school hours as they will be teaching the full class during the school day.

## **What Safeguarding Provision is in place during periods of National or Local Lockdown?**

During a national or local lockdown vulnerable pupils will be offered school places. For parents of these children who decided not to send their children to school. Additional safeguarding procedures will be put into place by the school's DSLs.

Protocols for safeguarding all children during remote learning has been posted on our school website as well as the children's seesaw accounts.

To ensure the safety of all pupils we have:

- Requested blurred backgrounds for live sessions.
- Asked children to access learning between 7am and 7pm to maintain a routine.
- Asked children to be dressed appropriately for the day.
- Shared links via safetube.
- Shared digital safeguarding posters.
- Asked parents to supervise live learning.

Full details of the safeguarding expectations can be found in our Trust's remote learning policy and information on our website.