



Holy Rood Catholic Primary School -

Remote Learning Offer

At Holy Rood, it is vitally important to us that our children continue to receive quality education when faced with the unfortunate scenario of having to self-isolate under the current COVID-19 regulations. Leaders in school have been researching and following best practice guidance documents and approaches published by the DfE (Department for Education) and the Education Endowment Foundation (EEF) to ensure that our remote learning offer supports our pupils' learning as best it can.

The EEF's 'Rapid Evidence Assessment' suggests that when implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

1. Teaching quality is more important than how lessons are delivered:

Pupils can learn through remote teaching.

Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided. There was no clear difference between teaching in real time ("synchronous teaching") and alternatives ("asynchronous teaching"). For example, teachers might explain a new idea live or in a pre-recorded video. But what matters most is whether the explanation builds clearly on pupils' prior learning or how pupils' understanding is subsequently assessed.

2. Ensuring access to technology is key, particularly for disadvantaged pupils:

Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology.

In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.

3. Peer interactions can provide motivation and improve learning outcomes:

Multiple reviews highlight the importance of peer interaction during remote learning, as a way to motivate pupils and improve outcomes.

Across the studies reviewed, a range of strategies to support peer interaction were explored, including peer marking and feedback, sharing models of good work, and opportunities for live discussions of content.

The value of collaborative approaches was emphasised in many reviews, although notably many studies involved older learners. Different approaches to peer interaction are likely to be better suited to different age groups.

4. Supporting pupils to work independently can improve learning outcomes:

Pupils learning at home will often need to work independently. Multiple reviews identify the value of strategies that help pupils work independently with success. For example, prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck have been highlighted as valuable.

Wider evidence related to metacognition and self-regulation suggests that disadvantaged pupils are likely to particularly benefit from explicit support to help them work independently, for example, by providing checklists or daily plans.

5. Different approaches to remote learning suit different types of content and pupils:

Approaches to remote learning vary widely and have different strengths and weaknesses. Teachers should be supported to consider which approaches are best suited to the content they are teaching and the age of their pupils. For example, games for learning were found to have a high impact on vocabulary learning in foreign languages, but there is less evidence related to their use in other subjects.

Likewise, using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge, but is not a replacement for other forms of assessment.



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 when faced with any one of the three following scenarios:

Scenario 1 - A pupil has to self-isolate for 10 days due to there being a positive COVID case in their household, but the class bubble is still open at school.

Scenario 2 - A whole class bubble has to close and self-isolate for 14 days due to a positive case within the bubble.

Scenario 3 – National or local lockdown restrictions require entire cohorts (or bubbles) to remain at home, with the school being closed to the majority of children, with the exception of those of key workers or vulnerable families.

Scenario 1 - A pupil has to self-isolate for 14 days due to there being a positive COVID case in their household, but the class bubble is still open at school:

- Children to access 10 days of online learning, set by teachers on our school website. Each daily pack consists of reading, English, maths and SPaG/phonics tasks, as well as there being a choice of more creative activities that link to the terms enquiry/foundation subjects. Online learning tasks will link to existing platforms (MyMaths, SPaG.com, Cracking Comprehension, Purple Mash).
- The class teacher or TA will make contact with the child/family on a daily basis to see if any further help or support is required with any of the tasks.
- Completed work will be emailed in to the class teacher using the year---@holyroodprimary.co.uk addresses.

Scenario 2 - A whole class bubble has to close and self-isolate for 10 days due to a positive case within the bubble.

(If the teacher is well please see below. If the teacher is unwell, please see Scenario 1. In some situations, if a year group is isolating, the other year group teacher will produce the online lessons, unless they are unwell too.)

- There will be three online teaching sessions every day, with teachers teaching live. There will be two teaching sessions before lunch (9.00am and 11.00am) and a third session every afternoon (1.00pm).
- Any support staff based within the bubble will also be present. They will take a register of attendance at the start of each session and inform the school office of any absent pupils, who will then contact the families to see if they can assist with them accessing the online learning.
- The children will be taught reading, English and maths each morning, followed by foundation subjects in an afternoon. All work completed will be emailed to the teacher at the end of each day, by 4.00pm (this can be a photograph of the task if it has been completed on paper) and any copies to be brought into school at the end of the isolation period. Teachers will respond to the emails as they are received, in as timely a manner as possible, before the next day.
- Invites to each of the online sessions will be sent to parents the night before, along with any additional resources which might be needed, e.g. word mats, check lists, activity sheets, a copy of the PowerPoint etc.
- Any child who requires extra support will have the opportunity to stay online and have further input from either the teacher or TA to help enable them to access the task.

A parent survey has been completed by all families to ascertain what technology our children have available to them whilst self-isolating at home. The results of this then inform us as to which families may need the loan of a school laptop for the duration of the isolation period. These families are contacted by telephone and a loan agreement is completed and signed so that a laptop can be borrowed by the family if they need it. There are also paper copies of all work packs set online that can be posted home to any family, should this be required.

Scenario 3 – National or local lockdown restrictions require entire cohorts (or bubbles) to remain at home, with the school being closed to the majority of children, with the exception of those of key workers or vulnerable families.

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?

During the initial day or two of remote learning, the education provision that will be made available immediately to all children will be found on the school website, under the ‘Covid Isolation Work’ tab. Teachers will send daily messages to the website so that the children are clear about the tasks they have to complete. There will be a task for each of the core subjects, as well as a more creative, enquiry-based task. Any work completed will then be emailed to the teacher at the end of the day via the year---@holyroodprimary.co.uk addresses. If required, paper versions of the tasks will be available for collection from the school office, along with an exercise book.

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. For example, lessons which involve a more practical aspect, such as D&T or science, then certain objectives might be postponed or delivered through structured discussions based on class teacher modelling or videos. Staff meeting time will be given to identify any objectives that have not been covered through remote learning so that these can be planned for on return to school e.g. changing how we use curriculum days so that more practical topics can be taught and key objectives covered.

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	Three live lessons a day, including daily phonics and maths, each lasting between 30-45 mins
Key Stage 1	At least 3 hours a day, split between three live sessions
Key Stage 2	At least 4 hours a day, split between three live sessions

Accessing remote education:

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

- Zoom will form the basis of the children's learning. There will be three online teaching sessions every day, with teachers teaching live.
- Any support staff based within the class will also be present. They will take a register of attendance at the start of each session and inform the school office of any absent pupils, who will then contact the families to see if they can assist with them accessing the online learning.
- The children will be taught reading, English and maths each morning, followed by either RE, science, online Safety, PSHE or one of the foundation subjects in an afternoon.
- All resources needed for the lesson will be uploaded onto the 'Homework' section of the school website, where the children will have everything they need for the day's learning.
- Any child who requires extra support will have the opportunity to stay online and have further input from either the teacher or TA to help enable them to access the task.
- 'Break out' rooms will be used where necessary, for children to receive extra support in a smaller group or participate in an intervention.

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 results of the parent survey asking about available technology will be reviewed and families contacted in an order of priority, by telephone, and a loan agreement will be completed and signed so that a laptop or iPad can be borrowed by the family if they need it. (All pupil premium families will also be contacted to ensure they have access to the remote learning provision).
- All families will be emailed and reminded to inform the school if their circumstances have changed in relation to the available technologies they have at home.
- Information will be included in newsletters about the support available to parents during the lockdown period. The school will respond to any requests for support with technology, e.g. through the loaning of devices or supporting with Wi-Fi needs and will seek guidance from our ICT technician if needed.
- If pupils cannot access any of the online learning, then paper copies of tasks will be available for collection from the school office.
- If pupils do not have online access, they can return any completed work to the school office and this will then be scanned in/photographed and emailed on to the class teacher as soon as possible.

How will my child be taught remotely?

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

- As previously mentioned, the majority of the curriculum will be delivered through live online lessons, on Zoom. There will be two teaching sessions before lunch (9.00am and 11.00am) and a third session every afternoon (1.00pm).
- Every Friday, children will be set a paper-based problem solving task instead of having an online maths lesson. This will then be discussed during the Friday afternoon session.
- There will be a weekly PE lesson where the children are set a physical activity, away from the screen, at an appropriate level for the child's learning.



- Tasks may be supported by the use of online resources, such as Numbots, Times Table Rock Stars, Cracking Comprehension, Test Base, My Maths, SPaG.com and maths.co.uk. YouTube or Literacy Shed videos may also be used to support teacher input, where necessary.

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?

It is expected that children attend all live sessions online, unless they are unwell or do not have the technology to do so. If there is a valid reason for a child's absence, the school office must be notified in the same way they would be if the school was fully open.

Any child absent for one live session without informing the school will receive a text message to inform the family that the school has noticed their child was not on Zoom and will expect to see them in the next session unless they phone the school office to inform them of the reasons surrounding their child's absence. If the child misses two consecutive online sessions then the family will receive a phone call from the Pastoral Lead to check that everything is OK and see if any further support is required to help with accessing the remote learning.

If there is any concern over a child's engagement during online learning sessions, parents/carers will be called by the class teacher to discuss any additional support or procedures that could be put in place in order for the child's engagement to improve.

Please see Holy Rood's 'Remote Learning Protocol' (Appendix 1) at the end of this document for clarity of expectation during periods of remote learning as well as keeping all children safe. This also forms part of the Home/School agreement.

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:

- All work completed will be emailed to the teachers (using their year group email addresses) at the end of each day and teachers will reply to acknowledge that they have received the work. If the child has to complete any of the tasks on paper due to lack of technology, they will have the option to take a photograph of the task and email this instead of an electronic document. Teachers will respond to the emails as they are received, in as timely a manner as possible, before the next day.
- Teachers will use the whole class feedback forms daily to record and identify children who need further support/extending during the next session and how this will be done, e.g. breakout room with teacher/TA, adapted input during the next lesson. Verbal feedback will then be given accordingly the next day, with targeted groups and teaching sequences updated on a daily basis.
- Every Friday afternoon, the afternoon Zoom session will be dedicated to providing focussed feedback on the week's learning. Teachers and TAs will work with different groups of children based on their assessment for learning that week and will also have the opportunity to revisit tasks if needed.



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?

At Holy Rood, 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:

- Families supporting a child with SEND at home will receive weekly phone calls from the school SENDCO to check on their welfare and how well they are accessing their learning. Where required, reduced Zoom timetables with additional 1:1 time will be implemented.
- All children with an EHCP will be invited into school to either access the online learning offer, with TA support or by supporting any additional needs, as written in their EHCP document.
- Any additional resources needed to effectively support a child at home, agreed between the class teacher and SENDCO, will be printed and posted home to families as required. This includes any adapted tasks that may provide the child with a more appropriate level of challenge.
- To support children in EYFS, packs of resources (e.g. white boards and pens for phonics) will be made for each child and parents will be invited to collect them at allocated times from the school.



Appendix 1:

Holy Rood Catholic Primary School Remote Learning Protocols

In line with government guidance and our safeguarding policy, this remote learning protocol sheet will provide staff, parents and children with a list of do's and don'ts. Our aim is to provide clarity of expectation during periods of remote learning as well as keeping all children safe.

The School:

- Will provide online curriculum content that is relevant and allows children to progress
- Lessons will be adapted where necessary to address any misconceptions in learning that may have arisen during the week
- Will display the same standards of dress and conduct that they would in the real world
- Will log on in advance of the lesson time and ensure all security settings are in place so that the children cannot chat privately to each other, cannot annotate on the screen and cannot become the meeting host
- Will always have two members of staff in an online lesson, both of whom are co-hosts
- Will acknowledge children's learning via email and comment where necessary to take learning forward
- Will not communicate to parents or children later than 5pm
- Will contact anyone who is not regularly participating in the online learning via telephone call to check in and provide support to enable future participation
- Will ensure all online lesson links are communicated to families in a timely manner
- Will quality assure online learning lessons
- Senior leaders will support staff and parents with any concerns or safeguarding incidents that may arise

Parents:

- Will ensure your child is up, dressed suitably and ready to learn on time for each of the online sessions at 9.00am, 11.00am and 1.00pm
- Will support your child with submitting their work to the teacher every day, either via the year group emails when being taught on Zoom, or through Google Classroom
- Will ensure you put your child's name at the end when emailing the teachers so that it is clear who the email is from
- Will try to establish a routine for your child (this may look different in each household). Because lessons are live, these are at a set time every day to help with your daily organisation
- Will support your child to ensure they are able to successfully uphold their part of the agreement, including saving their work and emailing to the class teacher at the end of each day

Children:

- Be ready to learn when you start the online lesson. Make sure you have everything your teacher has told you to bring - pens, pencils paper etc.
- Make sure you are comfortable and in a good position to learn and save snacks for break time
- Will be on time for your lessons and stay on the call until your teacher says it is the end of the lesson
- Will make sure an adult at home knows you are taking part in a live lesson
- Will dress appropriately for school
- Will make sure that you use your own name when logging in to lessons (no names of characters!)
- Will keep your microphone muted unless you need to ask or answer a question
- Will keep your camera on at all times
- Will listen carefully to instructions
- Will speak to your teacher and other pupils respectfully, just like in school
- Will save your work and return it to your teacher electronically