



Larmenier & Sacred Heart Catholic Primary School

Remote Learning Provision

This information is intended to provide clarity and transparency to pupils and parents/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 document.

Our School Curriculum

As a school, we teach broadly the same curriculum remotely as we do in school wherever possible and appropriate. And, just like our classroom curriculum, it is carefully sequenced to ensure that children obtain the building blocks they need to move on to the next step in their learning.

We have made some adaptations as outlined below:

English

The school has identified Oak National Academy units in which the objectives match our school curriculum but are not driven by the same texts that we use in school.

Phonics (EYFS and KS1) and spelling (KS2) is taught in line with the school curriculum.

Daily home reading will continue. Children will be allocated reading books at their level via Collins eBook Library.

Maths

The school has identified Oak National Academy units to match our school curriculum and reviewed them to ensure that they are in line with our school's mastery approach. The identified units have been reviewed to select those that are more accessible remotely. If there is not a need to use the units that have been identified for remote learning (due to on-site provision being open to all pupils), the content will be taught in school during the summer term 2021.

During periods of lockdown, teachers will post a daily 'maths meeting' video. The daily maths meeting is an established part of the school day in which children have the opportunity to retrieve and recall prior learning. The aim of this is to ensure that learning regularly revisited and becomes embedded in children's long-term memory.

The units of work selected in both in English and maths are all sequenced to ensure prior learning is in place before new learning is introduced.

RE, Science, Computing, Geography, History, Music, French and Art lessons are in line with the school curriculum and are delivered in the planned annual sequence. However, in some cases, objectives may be adapted to better suit remote learning and the resources available at home.

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

EYFS (Nursery & Reception)	2 – 3 hours
Key Stage 1 (Years 1 – 2)	3 hours
Key Stage 2 (Years 3 – 6)	4 hours

Remote Education Platforms

The school has identified Google Classroom as the interactive platform for remote education provision. This provides a single point of access enabling teachers to post recorded lessons and host Google Meets.

Where lessons are recorded, they can be accessed later by pupils, making flexible use possible in the context of shared device access and to offer flexibility to parents/carers. Google Classroom enables pupils to submit work to be viewed via a single system and for feedback to be provided.

The school is also using online resources that are an established part of in-school provision:

- Mathletics
- Reading Eggs
- Tynker

These platforms enable teachers to monitor pupils' performance and progress and set future lessons, activities and games to suit individual learning needs.

The school has also introduced Collins Big Cat eBooks to ensure that pupils continue to have access to reading books at the correct level when working from home. Teachers will assign books to each individual pupil on a weekly basis.

How we Ensure Access to Remote Education

To ensure that the school is kept informed of the needs of individual families, all parents/carers are asked to complete a "Homes with Limited or no Access to Home Learning Technology" form, which is submitted to the school Computing and IT Lead, just prior to or at the start of a period of remote education.

In the event that a family's circumstances change, meaning that one of the situations described below applies, parents/carers should contact the school via the admin@larshrc.lbhf.sch.uk email address, or on the main school telephone number 020 8748 9444.

Parents/Carers should indicate whether any of the following are true for their family:

- You do not have access to the Internet at all at home.
- You can only access the Internet at home from a mobile phone.
- You do not have a computer or a tablet at home.
- Three or more members of your family share your only device.

The school will ensure that every child has access to the required technology during periods of remote education – either by virtue of attending school due to their parent's/carer's critical worker status, or by organising for appropriate remote provision as outlined below.

In each of the following cases, the provision described is intended to cover periods of remote education for children who are unable to attend school. When face to face education resumes, equipment on loan will be returned to the school, and other provisions outlined will come to an end.

For families who have no Internet access at all at home (or who are limited to a 3G mobile Internet connection), and who are unable to secure access (at least a 4G mobile Internet connection) for themselves:

The school will loan them a 4G wireless router and a data only SIM and cover the associated data costs in support of remote learning.

For families with children in EYFS or KS1 who can only access the Internet at home from a mobile device (e.g. a mobile phone), and who do not have the means to ensure sufficient amount of data each month to cater for the requirements of home learning:

The school will provide a data only SIM for use in their mobile device, and cover the associated data costs in support of remote learning.

For families with children in KS2 who can only access the Internet at home from a mobile device (e.g. a mobile phone), and do not have the means to ensure sufficient amount of data each month to cater for the requirements of remote learning:

The school will register the family to participate in the government scheme to increase data allowances on mobile devices free of charge in support of remote learning.

For any family that does not have a computer or a tablet at home, or where three or more members of a family are sharing the family's only device:

The school will loan the family a device in support of home learning.

For families where three or more members of a family are sharing the family's only device:

The school may seek to loan the family one or more further devices depending on their individual circumstances.

Teaching Remotely

A weekly timetable will be shared via the Google Classroom 'Stream' so that children and parents/carers have an overview of lessons for the week. Class teachers and specialist teachers will set challenging learning tasks, on a daily basis, that can be located on Google Classroom in 'Classwork'.

Recorded Teaching

- Oak National Academy video lesson sequences will be used in English and maths.
- Daily maths meeting videos will be recorded by teachers and will link to children's prior learning and the school's 'learn by heart' facts (Reception – Year 6).
- Daily phonics lessons will be pre-recorded by teachers or DfE produced phonics videos will be used depending on the phonics stage each child is working in (Reception – Year 2).
- Specialist teachers will pre-record lessons as appropriate to the learning objective (Years 1 – 6 music and art) (Years 3 – 6 French).
- Weekly spelling lessons and follow-up spelling tests will be pre-recorded by teachers (Years 3 – 6). Where they are in line with the school's spelling curriculum, spelling lessons from BBC Teach/Bitesize may be shared (Years 3 – 6).
- Recordings of class teachers reading from a quality text will be shared with classes weekly. Key comprehension skills (VIPERS) will be highlighted as part of the lesson or discussed at follow-up Google Meets.

Paper- Based Tasks

- Supplementary tasks in English and maths will be set to provide opportunities for mastery and increased challenge.
- Although activities are introduced using the Google Classroom platform, RE, history and geography lessons will be predominately paper-based in order to reduce screen time.

Interactive Online Resources that will be used to Support Learning

- Mathletics
- Reading Eggs
- Tynker
- Junior Librarian (*Book Reviews*)

These are all established resources that the school uses to support curriculum delivery in school.

Reading

- All pupils will be assigned reading books weekly, which are in line with their reading level, via the Collins Big Cat eBooks Library (Reception – Year 6).
- Reading comprehension tasks will be set weekly via Reading Eggs (Reception – Year 6).
- Pupils will have access to Junior Librarian to share and read book reviews.

Google Meets

- Class teachers will lead an 'Introduction to the Week' Google Meet session to introduce the week's learning and will lead an 'End of Week' Google Meet session to give general feedback to the class and celebrate successes.
- Class teachers will introduce an interactive activity or game as part of the session, e.g. curriculum quiz related to the week's learning. These sessions will be tailored according to the age of the children and will be accessed through Google Classroom.

Engagement and Feedback

Expectations Regarding Engagement:

- It is expected that children undertake daily remote learning activities unless they are not well enough to do so. In this instance the school should be notified.
- Weekly timetables will be posted on Google Classroom for each year group so that parents/carers and children have an overview of the week. Lessons will be posted daily.
- Daily lessons will be posted at 7.00am each morning so that families can plan their day as appropriate.
- Google Meets will take place for each class twice a week at set times and it is expected that children attend these sessions.
- It is acknowledged that younger children will need greater parental input in order to work through the daily lessons.
- Teachers will monitor the 'Private Comment' facility on Google Classroom during the school day and respond to both children and parents/carers as appropriate.

Monitoring Engagement:

- In the first instance, teachers will encourage children to submit work via the 'Private Comment' facility in Google Classroom if work is being 'turned in' but not submitted.
- A member of school staff will contact families if children are not active on Google Classroom and not submitting work. If the issue is related to access to remote learning, the school will work with families to resolve the situation.
- Teachers will also register children attending Google Meets to monitor engagement.

Assessing Children's Work and Progress

- Class teachers will acknowledge all work submitted by the due date and will provide more in-depth feedback in English, maths and RE once each week. The work submitted will enable teachers to plan next steps in learning.
- Subject specialist teachers (French, music and art) will ensure that all work is acknowledged and feedback is provided if appropriate to the task.
- Automatic feedback provided in response to set Reading Eggs and Mathletics tasks will be used by teachers to inform future assignments.
- The 'Private Comment' facility in Google Classroom will enable children to ask for support or clarification while working and teachers will offer support as necessary. It will also be used by teachers to pose questions and check understanding.
- End of week Google Meets will provide an opportunity to review learning.

Maintaining Aspects of School Life Online/Remotely

- Weekly merits will be awarded to individual children, as is the case in a normal school week. During a national lockdown this will take the form of a mid-week video recorded message by the Headteacher. In the case of a bubble being closed, these will be awarded at the end of week Google Meet.

Support for Pupils with Special Educational Needs and/or Disability (SEND)

SEND

It is recognised that children with SEND have a wide range of specific needs. Teachers will plan accordingly to ensure pupils continue to make progress. This may include:

- Providing remote learning that is differentiated to the pupil's ability level and / or tailored to their specific needs, e.g. individual maths tasks.
- Adapting timetables and workload to a manageable (yet challenging) level.
- Providing existing support from outside agencies remotely, as appropriate.
- Ensuring regular contact between home and school.

Children with an Education, Health and Care Plan (EHCP)

In the event of a national lockdown, the school will encourage on-site attendance for all children with an EHCP.

If a child with an EHCP is unable to attend, the school will endeavour to:

- Provide regular contact with a Learning Support Assistant (LSA) as agreed with the parent/carer. This can be a daily / twice daily phone call with the LSA to discuss the day's remote learning or a twice weekly phone call to motivate the pupil or share success.

- Deliver speech therapy activities via a virtual platform with an LSA, child and parent/carer joining the session. This will be arranged for pupils 2-3 times per week as agreed with the parent/carer.
- Arrange that an LSA attends virtual sessions between the child and relevant therapists (e.g. speech therapists, occupational therapists, physiotherapists).

It is expected that the child continues to engage with the lessons and activities set for them on Google Classroom.

Remote education for self-isolating pupils (*The rest of the school and the child's/ren's bubble is attending school as usual*)

In the event that a child (and their siblings) is absent because they are awaiting test results or are living in a household that is required to self-isolate in line with government guidance.

- The school will provide learning resources and activities via email linked to the work being undertaken in school.
- Parents/Carers will be asked to photograph and email completed work to the school admin address. It will then be disseminated to the child's class teacher.
- The child's class teacher will review the returned work and make telephone contact (once each week that the child is absent) with the parent/carer and child to provide feedback, discuss any challenges and outline next steps in learning.