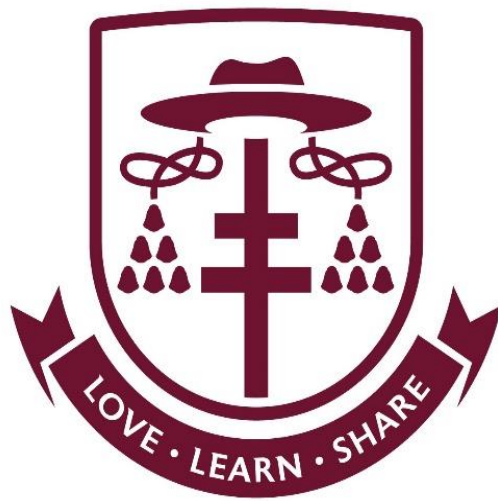


St Charles' VC Academy



ST CHARLES'
VC ACADEMY

Providing Remote Education
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?

Within the first few days of being sent home from school, pupils will be able to access paper work pack as well as individual resources and equipment, including pencils, ruler, paper and exercise book, where needed. The paper work pack will contain work for the core subjects including reading, writing and maths. Staff will then ensure that remote education is uploaded through Google Classroom so that this work can be access electronically and submitted back to the teachers for feedback.

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?

At St Charles, we teach the same curriculum remotely as we do in school, which follows our St Charles Long Term Plan. Some adaptations may be made, where appropriate, to allow children to access the best learning in a remote way when they do not have access to the same equipment and resources that they may normally use in school e.g. technical math and science equipment. Remote education will be through Google Classrooms and will be ambitious, well planned and sequenced. It will include daily Reading, Writing and Math activities as well as wider curriculum subjects in line with the National curriculum. We will also utilities the Oak National School as required and other high-quality resources, such as White Rose Maths and Ruth Miskin Phonics resources. Each class will also be provided with a daily timetable which will support families in structuring their day as well as know what the learn expectations are for the day.

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	3 hours
Key Stage 2	4 hours

Please see the tables below with more detail of the remote learning offer for each Key Stage, include EYFS.

Foundation Stage

	Foundation Stage 2
 Check-in	Regular Check-ins with class teacher
 Phonics	Daily Activities with a video for families to access to support learning at home.
 Maths	Daily Activities with a video for families to access to support learning at home.
Physical Development	Daily Activities available
Story Time	Video of recorded story time or a link to an author/actor reading a story uploaded to Google Classroom for children to listen to and watch.
RE	Two weekly Activity uploaded to Google Classroom 
Jigsaw (PSHE)	Weekly Activity uploaded to Google Classroom
Wider Curriculum	Topic Activities uploaded to Google Classroom for children to access throughout the week.
Foundation 1	Foundation 1 will have a smaller selection of the above activities daily. These rotated every week.

Key Stage One

 Check-in	Regular Check-ins with class teacher
Phonics	Daily Activity uploaded to Google Classroom with videos of RWInc sessions 
Maths	 Video Lesson with follow up activity daily
English	Daily writing lesson with follow up activity daily. These may include video or audio links to support 
Reading	 Activities uploaded to Google Classroom
RE	Weekly Activity uploaded to Google Classroom 
Science	Weekly Activity uploaded to Google Classroom
Wellbeing	Weekly Activity uploaded to Google Classroom
Wider Curriculum	Topic Activities uploaded to Google Classroom for children to access throughout the week. These will include weekly history, music and PE as well as additional whole school themed days throughout the half term.
Story Time	Video of recorded story time or a link to an author/actor reading a story uploaded to Google Classroom for children to listen to and watch.

Key Stage Two

Check-in	Regular Check-ins with class teacher 
Maths	 Video Lesson with follow up activity daily
English	Daily writing lesson with follow up activity daily. These may include video or audio links to support 
Reading	 Daily Activity uploaded to Google Classroom
RE	Weekly Activity uploaded to Google Classroom 
Science	Weekly Activity uploaded to Google Classroom
Wellbeing	Weekly Activity uploaded to Google Classroom
Wider Curriculum	Topic Activities uploaded to Google Classroom for children to access throughout the week. These will include weekly history, music, French and PE as well as additional whole school themed days throughout the half term.
Story Time 	Video of recorded story time or a link to an author/actor reading a story uploaded to Google Classroom for children to listen to and watch.

Accessing remote education

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

Remote education will be through Google Classrooms. Work will be uploaded daily for children to access. Although a suggested timetable will also be uploaded, the work is accessible throughout the day so that children can access lessons at any time. Once their work has been completed, it should be submitted or 'turned in' so that teachers can review the work and provided feedback to children.

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:

- If a child does not have access to a computer/laptop and/or the internet, the school will do all it can to support children and will provide paper packs of learning as outlined above.
- Where funding can be accessed, remote devices (eg, laptops) and/or 4G connections will be sought, particularly for disadvantaged children.
- Parents will be reminded to make the school aware of any barriers to accessing remote learning and weekly check-in calls with families will take place to resolve any technical issues which may occur.
- If needed, paper packs of learning can be collected each week from the school office. These will be available on from 9am on a Tuesday. These should then be returned to school each week when new packs are collected for review by the class teacher.

How will my child be taught remotely?

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

All children have access to a weekly timetable that reflects the curriculum that would be taught during a standard school day. This will be broken down into a daily timetable to allow children and families to organise and pace their day.

The timetable is made up of:

- pre-recorded lessons from either school staff or DfE approved resources such as Oak Academy, Ruth Miskin or White Rose Maths Hub, with activities to follow.
- Electronically assigned activities on platforms such as TT Rockstars, Numbots, Teach your Monster to Read and Spelling Shed.
- Daily phonics lessons for EYFS, Year 1 and Year 2.
- Daily story time for children in all year groups.
- Fitness and well-being activities.

Daily check-ins will take place where staff can check in with children about their work as well as their personal well-being. This check-in will also be used to discuss the days learning with the children and give whole class feedback about the previous days work. Feedback will also be given to individual children through teaching staff responding directly to work submitted or on private comments in the class stream.

Examples of the weekly and daily timetables for each key stage can be seen above.

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 recognise that every family has a different set of individual circumstances. For this reason, all of our lessons are pre-recorded meaning that families can access them at a time that is appropriate for them. Our learning is through the Google Classroom platform, a method which was introduced to the children during the Autumn term and therefore will allow increasing independence to access as they are familiar with it and have had discrete teaching about it throughout the Autumn term (please remember though that children should always have supervision whilst online and therefore should be in the same room as the supervising adult). Where possible, we expect all children to engage in at least the core subjects each day (as we know they teach the fundamental basic skills to access all areas of the curriculum) – this includes English and Maths for all year groups, as well as phonics for EYFS and KS1.

To support your child in accessing home learning, we suggest the following

- Ensure your family has a daily routine. Try to keep this routine as similar to the school day as possible. Daily timetables will be shared to support with this and indicate good times for breaks and lunch time.
- Provide your child with a quiet space where they can access their home learning.
- Support your child in accessing the online platform and the videos, where needed.
- Ensure that your child is always in the same room as a supervising adult when accessing online learning to safeguard them when accessing the internet.
- Support your child to 'turn in' or submit their work for feedback.
- Encourage your child to speak to their teacher during their Google meet check-ins, weekly pastoral calls or through sending a private message if they get stuck completing their work.

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

We check children's engagement daily through the process of children submitting their work for feedback and through weekly phone calls. Children who appear to not be accessing home learning will receive support over the phone from a teacher to ensure that Google Classroom can be accessed and all resources are readily available for the week ahead. Where needed, parents may be invited to school with their child's device to provide technical support.

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:

We will assess children's work through feeding back on work submitted (either individually or whole class). Teachers can then provide support through written comments or annotations and the work 'returned' to the child. This then gives children the opportunity to respond to their feedback and move their learning on. Teachers will also alter future lessons responding to children's achievement and progress in previous 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 with EHCP plans (if they are not in school) will be provided with bespoke support packages managed by our SENCO, Miss Blacksell.
- Children on the SEND register will also be provided with work that meets their needs. Alternative work packs and access to differentiated tasks will be made available for these children where needed from their class teacher.
- Additional support from is also available for those children who need it. This may include
 - additional phone calls,
 - additional guidance for parents on supporting their child at home,
 - resources appropriate to the need such as anxiety or bereavement resources
 - coloured overlays and now and next timers.
- Alongside the SENCO, class teachers will also provide personalised support to parents through a Pupil Passport review phone call. This will allow the teacher to provide additional resources and strategies for their child to help them continue work towards their individual targets at home (either those set by school or external agencies.)
- Where possible and necessary, the SENCO will liaise with external agencies to facilitate virtual appointments and assessment to continue work towards their individual pupil passport.

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?

Children will receive a personalised timetable that is very closely matched to the school's curriculum. This timetable will utilise the Oak National Academy, White Rose Maths hub and Ruth Miskins phonics resources for Key Stage 1 and Foundation Stage. These can be accessed from Google Classroom where links and recorded lessons from the above resources and the class teacher can be accessed. Work will also be available in paper format. School will endeavour to have this ready as soon as possible and aim for it to be ready within 48 hours where possible.