



Reaching our potential together in Christ.

REMOTE LEARNING JANUARY 2021

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Reaching our potential together in Christ.

At St Mary Magdalen's we believe that:

We must Inspire our children, and in order to do this we must:

- ✓ Promote Enjoyment;
- ✓ Strive for Happiness;
- ✓ Develop an environment where children are glad to come to school;
- ✓ Celebrate our successes;
- ✓ Always aim to have health and well-being.

By accepting God's word, Love will always be at the centre of our school and we will show this by:

- ✓ Living by our Christian values;
- ✓ Believing in equality and accepting and respecting differences;
- ✓ Remembering our uniqueness;
- ✓ Forging partnerships;
- ✓ Being Forgiving;
- ✓ Accepting forgiveness;
- ✓ Showing patience;
- ✓ Being prayerful;
- ✓ Ensuring there is a safe environment both physically and emotionally for our children and staff to grow in;
- ✓ Having self-reflection;
- ✓ Remembering our spirituality;
- ✓ Creating a love of learning.

When we Educate our children we must:

- ✓ Ensure that all our children achieve their full potential;
- ✓ Remember the whole child;
- ✓ Have high expectations in all areas for all our children;
- ✓ Create a curriculum to stimulate all our children;

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?

KS1 and KS2 children will be able to access our website and find basic maths and English to begin with. The children can also use Purple Mash where they can find appropriate work. The children have all used these platforms before.

EYFS parents and children can also use the website but they also have access to Tapestry where their class teacher will add tasks to be completed.

Class pages will have links to a range of curriculum areas and daily work for that particular day.

There are also links for Collective Worship.

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, some practical science is not possible and, in these cases, have been adapted.

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	<ul style="list-style-type: none">• Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children in EYFS
Key Stage 2	<ul style="list-style-type: none">• Key stage 2: 4 hours a day

Accessing remote education

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

The names of the online tools or digital platforms that we are using, either for delivery or for assessment are:

- School Spider
- Oak Academy
- BBC Bitesize
- Purple Mash
- Microsoft Teams Office 3654
- E books (Bug Club and/or possibly Big Cat)
- Tapestry
- Zoom
- Junior Librarian / Reading cloud

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:

- Pupils can access hard copy packs if needed if they do not have online access.
- Pupils can submit work to their teachers if they do not have online access by dropping into the school office. They will be given a collection day for marked and new work.
- We are currently waiting on DfE distribution of laptops.
- We have posted on FB that if any parent is struggling with slow laptop/Pc to bring it in and our Computing manager will sort it for them.
- We have four laptops that are for recycling but are being recovered and will be offered asap.
- DfE data for parents
- Waiting in Raspberry pi
- Parent survey to tailor to hardware/ devices at home so we can target where required.

How will my child be taught remotely?

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

- Live teaching (online lessons)
- All year groups will have access recorded teaching (e.g., oak national academy lessons, video/audio recordings made by teachers)
- All children can have access to printed paper packs produced by teachers (e.g., workbooks, worksheets) if requested.
- E textbooks and reading books can be accessed by all classes.
- Reading cloud.
- Use of acorn academy, bbc, purple mash, blackburn diocese, picture news, Joe Wickes.
- Top marks
- Number of the day
- Phonics play

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?

In this section, please set out briefly:

- We expect all children to engage in remote learning. To this end we will contact any parents whose children are not engaging and offer as much support as we can. This could be changing the remote learning tasks / platforms.
- We expect parental support, for example: setting routines to support their child's education (meal and bedtimes); limiting social screen time; limiting TV time; supporting them if they are struggling; contacting school if they need to
- Weekly contact is made, where contact cannot be made then home visits are made.

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

In this section, please set out briefly:

- Teachers will check pupils' engagement with remote education daily and provide new tasks daily.
- We will endeavor to contact all parents whose children do not engage initially wherever possible by phone (then through the use of FB or texts).

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:

Children's work will be marked online on the home learning page, or directly onto hard copy packs. Feedback is also given through Microsoft teams.

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:

- Pupils will receive differentiated work set by the class teacher/ staff either online or a hard copy resource that is at a suitable level for every child to ensure our curriculum continues to be inclusive. This will be marked and monitored to ensure children are continuing to make progress.
- On our website there is a Learning Loft page which has suitable resources and online lessons for children with additional needs or SEND. Class teachers will blend their online learning by providing differentiated activities and links to lessons and resources on the Learning Loft Page.
- There are lessons and resources to support pupils with needs in the following areas:
 1. Cognition and learning.
 2. Social, emotional and behavioral difficulties.
 3. Communication and Interaction.
 4. Physical and Sensory needs.
 5. General SEN resources and links to interventions.
 - There are two children in school who currently have EHCP's and these children will continue with their learning and interventions in school as set out on their LSPs.
 - Each year group has a provision map which outlines all interventions (remotely and in school) for pupils in that year group. These provision maps will continue to be reviewed and updated termly. The SENCO will monitor children's progress and adapt interventions where necessary.
 - The SENCO (Mrs. Brown) and our Intervention teacher (Mrs. Sneddon) is available by email, zoom, telephone or in person where necessary to provide further support for our SEN children and their families.

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?

Any individuals self-isolating will find work on our home learning page and they will also be provided with hard copies if required.