



Our Lady's Catholic Primary School

'Living and Learning in Faith'

Remote Learning Provision

This information is intended to provide clarity and transparency to pupils, parents and carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

What is Remote Learning?

Where a class, group or small number of pupils need to self-isolate due to the COVID-19 pandemic, or there are local restrictions requiring pupils to remain at home, the Department for Education expects schools to have the capacity to offer immediate remote education.

Arrangements for Remote Learning

An audit of home technology highlighted that many of our families have limited access to computers, smart devices and the Internet. Therefore, school is offering an option for online or offline remote learning. Teachers will provide appropriate work for the children in their classes, including adapted work for children with additional needs. The following will be put in place when a bubble has to learn from home.

Key Stage	Online Package	Offline Package	Time
EYFS	<ul style="list-style-type: none"> Daily Phonics lesson and story time via Seesaw A suggested timetable of activities linked to areas of the EYFS (Creative, Literacy, The World, Maths) White Rose EYFS Home Learning Videos (Maths) 	<ul style="list-style-type: none"> Phonics booklet with consolidation activities inside White Rose Maths home learning activities for ten days Writing templates with a challenge for each week Name writing practice sheets A suggested timetable 	1 - 2 hours per day
KS1	<ul style="list-style-type: none"> Phonics booklet for daily use / this will change to grammar White Rose Maths Oak Academy Writing unit with Seesaw support A topic-based project A matrix of art activities A matrix of PSHE activities A matrix of PE activities A suggested timetable 	<ul style="list-style-type: none"> <input type="checkbox"/> Phonics booklet and ten days of activities and instructions <input type="checkbox"/> White Rose Maths workbook <input type="checkbox"/> A topic-based project <input type="checkbox"/> A matrix of art activities <input type="checkbox"/> A matrix of PSHE activities <input type="checkbox"/> A matrix of PE activities <input type="checkbox"/> A suggested timetable 	2-3 hours per day
Lower KS2	<ul style="list-style-type: none"> White Rose two week unit of maths work for use with Seesaw support and accompanying White Rose clips Mathletics activities A CGP Reading Comprehension Book. Recorded instructions will be given daily by the class teacher. An Oak Academy Writing Unit Spelling taken from 'No-Nonsense Spelling.' 	<ul style="list-style-type: none"> White Rose two week unit of maths work with instructions Maths fluency sheets to work from A CGP Reading Comprehension Book with accompanying instructions Writing activity based on a genre of writing 	3-4 hours per day



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	<ul style="list-style-type: none"> Grammar workbook from Dactyl publishing A two week project linked to foundation subject 	<ul style="list-style-type: none"> Spelling taken from 'No-Nonsense Spelling.' Grammar workbook from Dactyl publishing A two week project linked to foundation subject A suggested timetable 	
Upper KS2	<ul style="list-style-type: none"> White Rose two week unit of maths work for use with Seesaw support and accompanying White Rose clips Mathletics activities A CGP Reading Comprehension Book. Recorded instructions will be given daily by the class teacher. An Oak Academy Writing Unit Spelling taken from 'No-Nonsense Spelling.' Grammar workbook from Dactyl publishing A two week project linked to foundation subject A suggested timetable 	<ul style="list-style-type: none"> White Rose two week unit of maths work with instructions Maths fluency sheets A CGP Reading Comprehension Book with accompanying instructions Writing activity based on a genre of writing Spelling taken from 'No-Nonsense Spelling.' Grammar workbook from Dactyl publishing A two week project linked to foundation subject A suggested timetable 	3-4 hours per day

The school aims for every child to have the paper resources they need to start remote learning by the working day after a bubble has to isolate. Depending on circumstances, these will be sent home with children, posted first class or hand-delivered.

Supporting pupils with particular needs

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 these pupils. This may include more individualised programmes of work being provided, and that the support of adults in the home will be a significant advantage where that is possible. We also recognise that for very young children, remote learning will be more of a challenge and that the school will need to work closely with parents and carers to deliver an appropriate programme of work. For children in the EYFS, the class teacher(s) will record instructions via the online Seesaw platform. Along with the instructions, documents and hyperlinks to various clips will be attached to point children and adults at home in the right direction of the learning taking place. Children who cannot access the internet will have a paper copy of work that is being carried out in class.

We have opted to plan for remote learning in this way as we recognise that it is not appropriate for children aged 3-5 to be engaged on a screen for a prolonged period of time and that learning should still follow the principles of the EYFS-through play and exploration. Parents and Carers will continue to be able to send in photographs of their child's learning from home using Seesaw.

Keeping in touch with remote-learning bubbles

Where teachers are well and able to do so, they will keep in regular contact with the children in their class to ensure that they are accessing the learning and are well.

Teachers will keep in touch with children via Seesaw. Families not accessing Seesaw will receive a weekly phone call.



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Arrangements for remote learning for individual children

Where a child is self-isolating for up to 14 days whilst their class is still in school, the following arrangements will be in place. For all year groups a pack of resources, lessons and activities will be made available for the period of self-isolation. This will cover a range of lessons including English, maths and reading.

Behaviour

All children are expected to uphold the school's high standards of behaviour when learning remotely. Appendix A shows rules for communicating in Seesaw. Appendix B shows rules for using Google Meet. For further details please see the school's [behaviour policy](#).

Expectations of children and parents

The school expects all children to engage with remote learning to the fullest of their ability. Participation will be regularly monitored and any concerns will be raised with parents. Parental support is vital to the success of remote learning and the school hopes that parents and carers will fully support their children, for example by setting routines and providing a suitable place to work.

Children without digital or online access at home

The school has a limited provision for children without digital or online access at home. This will be allocated on a case-by-case basis.

GOV.UK: *Remote education good practice*. [online] Available at:

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

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