



Remote Learning Provision - Information for Parents/Carers

We have put in place a plan for remote learning so that all children can continue with their education during periods when they may need to isolate at home or when schools need to close to some pupils during periods of national lockdown. This plan is designed to share relevant information with pupils and parents/carers about how we will provide remote education.

What should my child expect from remote education at Castle Hill St Philip's CE Primary School?

Remote learning will be provided for YR and Y1 pupils via [Tapestry](#) and for Y2-Y6 pupils via [Google Classroom](#). Remote learning will be available from 9.00am each morning although the tasks set can be accessed at any time during the day. Children will be expected to submit or 'turn in' learning each day. Teachers will provide:

- welcome videos each morning to introduce the day's activities and provide feedback relating to the previous day
- videos of their own pre-recorded lessons
- links to pre-recorded lessons published online
- tasks for children to complete independently
- supervised virtual playtimes to enable children to engage with their friends
- daily feedback at the end of each school day. If learning is completed after 5.00pm feedback will be provided by the end of the next day.

What curriculum will my child be taught at home?

We will continue to teach the vast majority of our curriculum whilst the children are at home. When some children are in school and others are at home we will teach the same curriculum to all children in a year group wherever possible. This means we will continue to teach new content as well as reinforcing and re-capping on previously taught concepts. Teachers will assess how well children are progressing and will adapt the curriculum to meet the needs of each child. Children will be offered phone calls to provide individual support where necessary.

Some lessons will need to be adapted such as PE, DT, Science. For example, where special equipment is needed we will adapt lessons to make use of equipment readily available at home or where children in school may be working as a team we will adapt the lesson so children could work on an activity individually.

We will make use of the wide range of online content being made available - authors, celebrities and commercial companies are continuing to create excellent online content which will be used where appropriate to enrich remote learning.

What will the daily timetable include?

On the first day of remote learning children will be directed to complete tasks via online subscription websites like Mathletics, TT Rockstars, etc. Following the first day of remote education, children will be taught broadly the same curriculum as they would if they were in school although children working from home may be accessing learning one day behind the rest of the class.

Subjects covered daily include:

- Phonics (YR & Y1 only)
- Spelling (Y2 - Y6 only)
- Maths
- English - reading
- English - writing
- One foundation subject - linked to the year group curriculum
- Other activities linked to the planned class timetable e.g. handwriting, PSHE etc.

How will my child access the online remote learning being provided by school?

From the second day of remote learning tasks will be provided for YR and Y1 pupils via Tapestry and for Y2-Y6 pupils via Google Classroom. Children will also have access to and be directed to use various online subscription sites.

Login details are stuck in children's planners for websites requiring personal logins. The following online subscription websites will be used:

SUBJECT	WEB LINK	DETAIL
MATHS	<u>KS2</u> https://whiterosemaths.com/homelearning/ <u>https://trockstars.com/</u> <u>https://www.mathletics.com/uk/</u>	<u>White Rose Maths</u> All children will use White Rose Maths when accessing their maths learning from home. Tasks will be set on Tapestry or Google Classroom linked to the appropriate year group and appropriate unit. <u>TT Rockstars</u> Children in Years 2 - 6 have their own TT RockStars login details to give access for them to practise and rehearse their times-tables at the appropriate level.
	<u>EYFS & KS1</u> https://whiterosemaths.com/homelearning/ <u>https://trockstars.com/</u> <u>https://www.mathletics.com/uk/</u> https://play.numbots.com/#/account/school-login/19125	<u>Numbots</u> Children in Year R and Year 1 have been issued with their own Numbots login details to practise daily number activities. <u>Mathletics</u>

		Children in Years 2 - 6 have their own login details to practise applying their mathematical knowledge at the appropriate level.
READING	<p><u>KS2</u> https://ukhosted80.renlearn.co.uk/6703457/default.aspx?fbclid=IwAR02SAE1b9jcvY_fIzg4h43sTq1wXxZsn0ElpXa3OfyL_rtLEnUzxmJLC04</p> <p><u>KS1</u> https://ukhosted80.renlearn.co.uk/6703457/SEL/Resources.aspx</p> <p><u>https://home.oxfordowl.co.uk/reading/free-ebooks/</u></p> <p><u>https://ukhosted80.renlearn.co.uk/6703457/default.aspx?fbclid=IwAR02SAE1b9jcvY_fIzg4h43sTq1wXxZsn0ElpXa3OfyL_rtLEnUzxmJLC04</u></p> <p><u>EYFS</u> https://home.oxfordowl.co.uk/reading/free-ebooks/</p> <p><u>https://ukhosted80.renlearn.co.uk/6703457/default.aspx?fbclid=IwAR02SAE1b9jcvY_fIzg4h43sTq1wXxZsn0ElpXa3OfyL_rtLEnUzxmJLC04</u></p>	<p><u>Accelerated Reader</u> Children in Years 2 - 6 have their own Accelerated Reader login details to access reading comprehension quizzes at the appropriate level.</p> <p><u>myOn</u> Children will access myOn using their Accelerated Reader login details. They will be able to select from approximately 2000 reading books (appropriate to their level) and their associated reading comprehension quizzes.</p> <p><u>Oxford Owl</u> Children are to read from their own reading book but can also download and read a free e-book from Oxford Owls. Parents will be informed as to which level to select for their child.</p> <p><u>Star Early Literacy</u> Specific children (in Years 1 - 2) will access Star Early Literacy using their login details.</p>
WRITING	<p><u>KS1 & KS2</u> https://www.pobble365.com/</p>	<p><u>Pobble 365</u> Pobble 365 may be used to support children with their writing (including grammar activities).</p>
SPELLING	<p><u>KS1 & KS2</u> https://login.readiwriter.com/</p>	<p><u>Readiwriter</u> Children in Years 2 - 6 have their own Readiwriter login details to practise and rehearse their spellings at the appropriate level.</p>
PHONICS	<p><u>EYFS & KS1</u> https://www.phonicsplay.co.uk/resources</p>	<p><u>Phonics Play</u> Phonics games based on the phase your child is working at.</p> <p><u>YouTube - Letters and Sounds Channel</u></p>

	https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K-niWw	Letters and Sounds home channel includes lessons which continue to follow the program which the children access in school.
FOUNDATION SUBJECTS	<u>EYFS</u> https://classroom.thenational.academy/ <u>KS1</u> https://www.bbc.co.uk/bitesize/this-terms-topics https://classroom.thenational.academy/ <u>KS2</u> https://www.bbc.co.uk/bitesize/this-terms-topics https://classroom.thenational.academy/ https://www.languageangels.com/schools/index.php/home	<u>BBC Bitesize</u> BBC Bitesize tasks may be set on Tapestry or Google Classroom linked to the appropriate year group and appropriate unit. <u>Oak National Academy</u> The Oak National Academy may be used - tasks may be set on Tapestry or Google Classroom linked to the appropriate year group and appropriate unit. <u>Language Angels</u> Children have their own Language Angels login details to practise their French learning.

How long can I expect work set by the school to take my child each day?

We expect remote education will take pupils broadly the following number of hours each day:

Key Stage 1	3 hours a day on average, with less for younger children
Key Stage 2	4 hours a day on average

Will my child receive feedback on their learning?

Teachers will provide feedback via Tapestry (for YR & Y1) or Google Classroom (Y2 - Y6). Teachers will use a mixture of written comments and voice recordings to provide pertinent feedback to individual children. On rare occasions where a child needs to complete paper based learning it should be returned to school as soon as possible and feedback will be provided when the book is sent home the following day.

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:

- provide all children in Y5 and Y6 with a tablet to use both in school and at home
- lend laptops to pupils - parents/carers will need to sign a loan agreement form
- provide free SIM data cards
- lend 4G wireless routers to pupils who do not have any access to the internet
- on the rare occasion that a pupil can not access online learning via any route we will provide printed materials. Paper based learning will need to be returned to school so that feedback can be provided.

Contact with Pupils & Parents

If parents/carers require support they are encouraged to contact the school via telephone or the school admin email address enquiries@admin.castlehill.wigan.sch.uk

Teachers aim to respond to enquiries within 48 hours. Please remember teachers may still be teaching some children in school and therefore calls may need to be made after the end of the school day.

Pupils identified as vulnerable will be contacted by the Pastoral Manager on a weekly basis and support offered as necessary.

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We expect children to complete the learning tasks set and have made provision for the tasks to be available throughout the day they are set and beyond. This is to enable children who are unable to access the tasks during the school day (eg if their parents are working or they are being cared for by grandparents) to access the learning at any time or even at weekends.

We encourage parents/carers to establish a daily routine where possible - children require stability and routine in order to flourish and clear routines and expectations will give children the greatest chance of success. Routines will be as individual as each family and therefore we will not provide a timetable so that families can adapt the remote learning to suit the individual needs of their family.

We have made every attempt possible to remove barriers preventing children from accessing remote learning by providing digital devices, data and technical support. Therefore we expect children to engage. We understand that it is not always possible to complete every task, but we expect children to engage in some learning every day and encourage parents/carers to prioritise maths and English tasks.

We expect the standard of remote learning to be in line with the standards usually produced in class - children know what we expect in school and they know if their learning reflects their best effort. Teachers may return learning to children and ask for improvements or for corrections to be completed - this is the same as would happen in class.

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

Teachers will monitor engagement with remote learning each day and senior leaders will review engagement on a weekly basis. Where children are engaging fully their effort will be praised via phone calls, postcards sent home, 'shout outs' during morning welcome videos or by home visits to drop off reward packs.

Teachers will contact parents/carers of children not engaging to investigate why and to offer support and advice. Teachers may speak directly to children by telephone where necessary to encourage engagement, to set and review targets and to offer praise when improvements are noticed. Some children may require a daily phone call and this will be provided where necessary.

If there are extenuating circumstances that we should take into account, parents/carers are encouraged to let the teacher know so that we can offer support or make allowances.

How will you assess my child's work and progress?

Teachers informally assess learning on a daily basis and share feedback in many forms. For example, teachers may provide written comments or voice recorded comments for individual children. Alternatively teachers may provide whole-class feedback or quizzes marked automatically via digital platforms which are also valid and effective methods of assessing learning.

Teachers will make use of online sites like Mathletics, Readiwriter, Accelerated Reader and TTRockstars which mark children's answers and provide assessment information and diagnostic reports. This type of assessment information will be used to gauge progress and design future planning.

However, it is difficult to assess and make secure, accurate judgements regarding progress via remote learning since children may receive varying degrees of support from parents/carers. Therefore, where possible, encourage your child to complete quizzes and assessments independently since independent work will give teachers a true idea of how your child is progressing.

It is helpful to inform your child's teacher if you have needed to provide high levels of support so that your child's teacher can adapt the future learning being set.

How will you support children with additional needs?

We recognise that 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/carers to support those pupils by providing bespoke remote learning where necessary. We will also speak to such parents/carers regularly and offer telephone support to children with SEND on a daily basis where necessary.

Our most vulnerable children and those with significant difficulties, including those with an Education Health Care Plan (EHCP), will be offered a place in school.

If parents/carers have any questions or concerns about our remote learning provision, please contact school as soon as possible. We understand that remote learning puts pressure on some families and we are happy to help and provide support wherever possible.