



St. Mary's Home Learning

"Ensuring all of God's children flourish"



Following the unrepresented closure of schools and the turbulent educational experiences for pupils of St Marys Primary Academy and across the country; it is important that we set out clear procedures for remote learning and its delivery.

First and foremost, it must be made clear that the best place for children is in school. This is both for social and academic development as well as being surrounded by professionals trained to deliver, assess and progress pupil development. Secondly, despite all good intention, we understand that children will inevitably need some parental support at home and that the younger they are the more likely that this will be. By this, we recognise that whilst the provision may be ambitious in its delivery, not all learning will be accessed or completed.

Following the previous lock down – it was clear to us what worked well for families and ensured children were able to access their learning.

1. Open and frequent communication with families to offer support and guidance to ensure all pupils engage with the home learning.
2. Timey delivery of resources with a clear plan of support for parents.
3. A curriculum matched to the NC well differentiated to ensure all can access and adapted to suit the home environment.
4. Regular pastoral support for all pupils to ensure well-being emotional health are supported.
5. Online videos, scaffolded resources and learning challenges. Work sheets were used when necessary.

How will my child be taught remotely?

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

- live teaching (online lessons which support the daily learning and provide much needed connectivity between pupils and their peers)
- 1:1 online tuition is available where this is assessed to be of value. This will be run by skilled staff including Teachers, HLTAs and TAs. Priority will be given to pupils who are vulnerable to feeling further behind their peers or would normally receive additional support in school.
- recorded teaching (video/audio recordings made by teachers, links to verified websites such as the Oak National academy and other sources)

- printed paper packs produced by teachers (e.g. workbooks, worksheets) where other approaches are proving to be a barrier
- pupils will access – TimeTables Rockstars, Accelerated Reader, Purple Mash and other learning based platforms assigned in the planning.
- For older pupils, long-term project work and/or internet research activities may be used.

Remote teaching and study time each day:

- All pupils will have access to 3- 5 hours of learning time. This will be tailored to the age range of the children and also family needs.
- All children will have access to live session with their teacher x2 a day using a video link.
- There will be additional small group live teaching of core skills each day to identified pupils.
- Pupils with SEND needs will have access to online intervention programs where capacity allows.

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:

- All pupils who qualify for a device to support home learning will be contacted through school communications. Devices will be laptops where possible.
- Families who are in receipt of pupil premium, are from a vulnerable environment where there is limited availability of support or devices or have pupils with SEN will be given priority.
- Internet hot spots will be made available to families who are unable to source this themselves. This will be assessed by the school in communication with the family.
- Families who are unable to make use of the device offer also have an option of learning packs delivered to their homes .

When sustained remote learning is in place and is taking place 'live' using webcams or chat facilities, staff and learners will ensure a professional environment is maintained. This means:

- Staff will keep a record length, time, date and attendance of any online lessons/contact held or made.
- Staff will not record lessons but live sessions will involve at least two members of staff where possible.
- Where 1:1 online tuition is considered, this will be closely monitored to ensure standards and safety for all.

- Staff will agree online behaviour expectations with learners at the start of lessons.
- Staff will revisit our acceptable use of technology policy with learners as necessary.
- All participants will wear suitable dress, use professional language, and ensure backgrounds of videos (live or pre-recorded) are neutral and appropriate.
- Staff and learners should ensure personal information and/or, inappropriate or unsuitable personal items are not visible.
- Where possible, other household members should not be in the background or shot; if this unavoidable, they should follow appropriate language and behaviour expectations.
- If Live streaming, staff will mute and/or disable learners' videos and microphones, as required

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 the immense challenges of working from home and teaching your children at the same time. We will provide the learning and a suggested timetable for your child to work to. For younger children we know that they are not as independent and may need supervision at times but we will endeavour to balance those as much as is possible.

We expect that:

- Children engage with the home learning daily and record this on their online platform.
- Parents support where needed but also encourage independence where possible.
- Pupils access at least 1 x Zoom session each day to connect and relate with their peers and teacher. Two sessions will be available.
- Parents to inform the school if they are not attending the zoom calls on each day or are unable to submit work on a particular day. This ensures we are able to track engagement, ensure safety of pupils and also gauge the level of success or difficulties families are experiencing with home learning.

We will:

- Maintain regular contact
- Phone all children who do not submit work where we have not had contact from parents.
- Work with you to remove as many barriers as possible.
- Review work submitted daily and provide feedback in line with school policy. This may be written or verbal feedback. Teachers will review the work of all pupils to gauge the general responses and ensure those that need specific feedback or support will get it and more generalised feedback to the class may be used for others.

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

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 review and assess work daily
- We will make contact as soon as we have any concerns about attendance to sessions, engagement or understanding.
- There will be a layered approach to this. Initially it will be the Class teacher, then the pastoral team. If early intervention doesn't improve things we will ask the senior leadership team to support. At each stage, we will be ensuring that the focus is to remove barriers to education and the safety of all children. It may be considered necessary to engage wider services to ensure that the education or welfare of children does not suffer.

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:

- Any child with a SEND / EHCP will be offered a space in school.
- 1:1 support online will be offered to pupils with a SEN with those with a high level of need prioritised.
- Where possible the team will still deliver key interventions such as speech and language support online.

Remote education for self-isolating pupils

In the case of a fully open school, there still may be times when a child needs to self-isolate.

- Where individual pupils need to self-isolate but the majority of their peer group remains in school, we will provide a suitable home learning pack that broadly follows the learning in school.
- Where capacity allows we will offer online check ins. However, we will not be able to provide daily lessons as all staff will be teaching.
- Access to an online tutor for pupils in years 5 and 6.

- Google classroom or Tapestry will be used in the same way as during a full school closure for accessing and submitting work.

Review and development.

Being in this position was without notice but we have made good plans to ensure that the delivery is strong from day one. We recognise that this will still need improvement as we grow into the routines of a full school closure and will greatly appreciate your input on this. As a way of ensuring continual improvement we will:

- Send out regular surveys (termly) to gather a broad perspective on the quality and delivery of remote learning.
- Provide a contact email address for immediate feedback to the school. This is: Headteacher@st-marys-folkestone.kent.sch.uk
- Encourage the use of the class email address for initial learning concerns

We encourage all stakeholders to make use of this in a purposeful and appropriate manner and one, which enables us a school community to flourish and grow.