



Monday 25th January 2021

St Mary of the Angels Remote Learning statement

At St Mary of the Angels, we have listened to feedback from pupils and parents, kept abreast of the changing face of **Remote Learning** (since March 2020) and adapted and refined our **Remote Learning Provision** to cater for the children we know so very well. 49% of our children are regularly accessing Home learning; 51 % of our children are regularly in school. These percentages only fluctuate when a class are required to isolate for 10 days, as a result of a positive test in their bubble.

We are fortunate to have honest, supportive parents who speak from the heart and share their thoughts constructively. They continue to share their appreciation and admiration for the level of support that we are providing remotely, to those pupils working from home. We trust their judgements and continue to refine and amend as the need arises. We are very mindful of the need to make home learning manageable, through recorded teacher videos which can then be accessed at any time, allowing for the huge demand on parents' time with laptop management, internet access and their own jobs. Feedback on the relief to parents to be able to pause videos, rewind and make decisions about when they access the learning, has been very positive. We are also very aware of the type of children at St Mary's and of their learning needs. We recognise that a "one size fits all" approach to a live video, to replace a teacher and all the non-verbal cues and support that are necessary in a busy successful classroom, would be less effective for our pupils' needs, than what we are currently offering. We recognise that for our children, it could, in effect, hamper their progress and cause unnecessary frustration.

The SLT team work together to monitor and advise on **Remote Learning**; **Mrs O'Hara remains the named person to lead on Remote Education.**

Currently, all parents have access to our website (eschools) and all have their own pupil password which brings them to their class page. There, work is set on a daily basis, to include the following:

- 1) A pre recorded video of the class teacher (and assts) using **Loom, YouTube** and voice over power points, which guides children through the day, modelling good practice, promoting good wellbeing, expecting and encouraging good engagement and sharing the learning journey for each subject area. These vary in length but are approximately 7-10 minutes for EYFS and 10-25 minutes for all other learners in Y1-Y6.
- 2) A variety of additional resources to support learning, selected from commercial video clips. Worksheets of questions, coaching support materials such as word banks, writing frames, key knowledge organisers research ppts etc

- 3) Additional supportive bespoke videos, prepared exclusively for our children, by staff, including a weekly *Jackanory* style story for all (two differing levels) and dance videos linked to our Wider Learning projects in school

Contact with pupils and parents is very regular, using a variety of communication methods. Children and their parents are requested to upload their work, daily, using the class portal or via email. Staff then respond to these pieces of work and children receive their feedback on the work sent in. Children can also access the class chat to their teachers if they need additional support- many do. In KS2, as part of wellbeing, children can also chat to each other. There is an expectation that parents will monitor this, but staff are also vigilant, completing spot checks on comments made regularly.

Where access to **Remote Learning** is limited or where pupils are struggling to follow work given, staff conduct live Teams meetings following our **Remote Learning Policy** (approximately 12% of pupils are assigned to these). Engagement was slow, initially, but has grown from starting points with good success. In addition to these communications outlined, staff make regular safe and wellbeing checks where they have not received 3 communications in any one week.

All communications are recorded on a spreadsheet, which is live, each day, and inputted by all relevant staff.

Pupil's progress is gauged through marking and feedback, in a similar way to marking and feedback when pupils are in school. Pace of learning, through necessity, is being measured sensitively, to support parents working from home who are often playing "catch up".

SLT monitor provision, feedback and the quality of learning provided on a cyclical fortnightly basis. This is fed back to staff

Children with additional needs are effectively monitored by our SENCo, in addition to the support offered by class teachers and assts. All EHCP children are catered for differently and receive a greater level of support, during these difficult times in keeping with their needs and entitlement. The provision is discussed with parents and adapted, mutually, based on the best interests of the child in question. A separate risk assessment is completed for all of these pupils- as needed.

Where families are vulnerable, children are often in school. Where they are not, staff are relentless in their approach to communication, often phoning after hours (8am- &pm). We are confident that all children are engaging well.

Where families have been unable to access online work, our admin team and teachers work effectively to troubleshoot, coach and support ICT knowledge. Where this has not worked, school laptops and chrome books have been lent out to families. In a small number of cases, the work is forwarded in a paper form. We are aware that this is a second best approach.