

Sacred Heart Catholic Primary School



Remote Education Offer

At Sacred Heart, we are committed to providing blended learning for all our pupils regardless of whether they are educated at school or at home. Blended learning is a two-way process of teaching. The first is using face to face interaction to educate (in school) whilst the second is through electronic platforms to educate online (remote learning).

As a school, we have adapted our curriculum so that any child who needs to learn from home due to a COVID related absence, can access the same learning that is happening for the whole class. Our adapted curriculum can be found on each child's Google Classroom page.

Learning and loving with Christ as our teacher.

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?

Individual self-isolation

- Whilst a child is awaiting the outcome of a COVID test (parent or sibling), a work pack will be provided. These packs will be uploaded to Google Classroom or printed on the first day of absence. The work provided will be similar to that which the children in class are covering. Where there is significant new learning taking place that requires teacher input, the children will be directed to a relevant link on Oak Academy, BBC Bitesize, White Rose Maths, Read Write Inc. On their return, the staff will check their understanding and provide further teaching, if necessary.

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?

National/Local Lockdown/Bubble Closures

- If a whole bubble is self-isolating or absent from school due to a local or National lockdown, we will 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, within PE, Design and Technology, Science, Art, Music or other subjects that may require specialist equipment.

National/Local Lockdown & Key Worker/Vulnerable Pupils

- We teach the same curriculum remotely as we do in school for those pupils attending school.

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:

Early Years Foundation Stage	Children will be taught broadly in line with the usual school timetable for their age Nursery: 8.35a.m.-12.00 noon Reception: 8.35a.m.- 3.00p.m.
Key Stage 1	Children will be taught broadly in line with the usual school timetable for their age Infants: 8.50a.m. - 3.10p.m.
Key Stage 2	Children will be taught broadly in line with the usual school timetable for their age Juniors: 9.00 a.m. - 3.30p.m.

What will a school day during remote learning look like?

The remote learning will be as close to the routine of a school day. Nursery will receive two live sessions a day and Reception up to Year 6 will receive 3 live sessions a day Mondays to Thursdays and two on a Friday. Pupils will be set Maths and English work every day and in the afternoon they will be set RE and other subjects. They will receive work for all subjects in the curriculum. See the example timetables below:

Example Nursery Timetable

	8:35- 8:45	8:45-10:00	10:00- 10:10	10:45-11:30
	Online meeting		Online meeting	
MONDAY	Morning meet; Say hello Prayer Days of the week Messages for the Day Phonics	Free Flow Challenges SNACK TIME	Mid-morning meet. Maths – Activity guide	Free Flow Challenges
TUESDAY	Morning meet; Say hello Prayer Days of the week Messages for the Day Phonics	Free Flow Challenges SNACK TIME	Mid-morning meet. Maths – Activity guide	Free Flow Challenges
WEDNESDAY	Morning meet; Say hello Prayer Days of the week Messages for the Day Phonics	Free Flow Challenges SNACK TIME	Mid-morning meet. Maths – Activity guide	Free Flow Challenges
THURSDAY	Morning meet; Say hello Prayer Days of the week Messages for the Day Phonics	Free Flow Challenges SNACK TIME	Mid-morning meet. Maths – Activity guide	Free Flow Challenges
FRIDAY	Morning meet; Say hello Prayer Days of the week Messages for the Day Phonics	Free Flow Challenges SNACK TIME	Mid-morning meet. Maths – Activity guide	Free Flow Challenges

Example Reception Timetable

	8:35am Online Meet	8:50 – 10:00	10:00 Online Meet	10:10	11:30 Online Meet	1pm
MONDAY	Morning meet; Say hello Prayer Date chart Messages for the Day	Phonics RWI video Speed Sound Lesson Word time Reading Word time Spelling	Maths	Child Initiated Play Challenges	RE/UW/EAD	Child Initiated Play Challenges
TUESDAY	Morning meet; Say hello Prayer Date chart Messages for the Day	Phonics RWI video Speed Sound Lesson Word time Reading Word time Spelling	Maths	Child Initiated Play Challenges	RE/UW/EAD	Child Initiated Play Challenges
WEDNESDAY	Morning meet; Say hello Prayer Date chart Messages for the Day	Phonics RWI video Speed Sound Lesson Word time Reading Word time Spelling	Maths	Child Initiated Play Challenges	PE	Child Initiated Play Challenges
THURSDAY	Morning meet; Say hello Prayer Date chart Messages for the Day	Phonics RWI video Speed Sound Lesson Word time Reading Word time Spelling	Maths	Child Initiated Play Challenges	RE/UW/EAD	Child Initiated Play Challenges
FRIDAY	Morning meet; Say hello Prayer Date chart Messages for the Day	Phonics RWI video Speed Sound Lesson Word time Reading Word time Spelling	Maths	Child Initiated Play Challenges	Story read by Head of School	Child Initiated Play Challenges

Example KS1 Home Learning Timetable

	8:50 – 09:10	9:10 – 9:50		10:10	10:20	11:00-12:00		13:00-13:20	13:20-14:00	14:00-14:30	14:30 – 15:00pm
M	Morning Meeting Video Call	Phonics and Reading	Break 9:50-10:05	Mid Morning Meeting Video Call	Daily Fluency, Times Tables, Main Activity	Grammar & Writing	Lunchtime 12:00–13:00	Afternoon Meeting Video Call/ PSHE Session	Computing	PE	Assembly (RE)
T	Morning Meeting Video Call	Phonics and Reading		Mid Morning Meeting Video Call	Daily Fluency Times tables Main Activity	Grammar & Writing		Afternoon Meeting Video Call/ PSHE Session	RE	PE	Story
W	Morning Meeting Video Call	Phonics and Reading		Mid Morning Meeting Video Call	Daily Fluency Times Tables Main Activity	Grammar & Writing		Afternoon Meeting Video Call/ PSHE Session	History	RE	Story
T	Morning Meeting Video Call	Phonics and Reading		Mid Morning Meeting Video Call	Daily Fluency Times Tables Main Activity	Grammar & Writing		Afternoon Meeting Video Call/ PSHE Session	Science	Music	Story
F	Morning Meeting Video Call	Phonics and Reading		Mid Morning Meeting Video Call	Daily Fluency Times Tables Main Activity	Grammar & Writing		No Live Session	Art	RE	Story

Example KS2 Home Learning Timetable

	8:50	9:10 – 09:30	9:30– 10.10		10:30 - 10.50	10:50	11:40		1:20- 1:30pm	1:00pm - 2:00pm with video call at 1.20 pm	2:00- 2:30pm	2:30 – 3:00pm
M	Begin Daily Fluency and times tables	Morning Meeting Video Call	<u>Times tables, main activity</u>	Break 10:10- 10:25	<u>Mid Morning Meeting Video Call</u>	<u>Grammar, writing task</u>	<u>Spelling,</u>	Lunchtime 12:00– 1.00	<u>Afternoon Meeting Video Call/ PSHE Session</u>	<u>RE</u>	<u>Reading</u>	<u>PE</u>
T	Begin Daily Fluency and times tables	Morning Meeting Video Call	<u>Times tables, main activity</u>		<u>Mid Morning Meeting Video Call</u>	<u>Spelling, grammar, writing task</u>	<u>Reading</u>		<u>Afternoon Meeting Video Call/ PSHE Session</u>	<u>Computing</u>	<u>PE</u>	<u>Assembly</u>
W	Begin Daily Fluency and times tables	Morning Meeting Video Call	<u>Times tables, main activity</u>		<u>Mid Morning Meeting Video Call</u>	<u>Spelling, grammar, writing task</u>	<u>Reading</u>		<u>Afternoon Meeting Video Call/ PSHE Session</u>	<u>Science</u>	<u>RE</u>	<u>Spanish</u>
T	Begin Daily Fluency and times tables	Morning Meeting Video Call	<u>Times Tables, main activity</u>		<u>Mid Morning Meeting Video Call</u>	<u>Spelling, grammar, writing task</u>	<u>Reading</u>		<u>Afternoon Meeting Video Call/ PSHE Session</u>	<u>History</u>	<u>RE</u>	<u>Music</u>
F	Begin Daily Fluency and times tables	Morning Meeting Video Call	<u>Times tables, main activity</u>		<u>Mid Morning Meeting Video Call</u>	<u>Spelling, grammar, writing task</u>	<u>Reading</u>		<u>Art or DT</u>	<u>RE</u>	<u>PE</u>	

In addition to this Years 1 to 6 each receive one live assembly a week and Reception receive a live story session once a week from the Head of School.

Years 1 to 6 submit work and receive feedback through Google Classroom. Nursery and Reception send observations and receive feedback through Evidence Me.

The live sessions are set at different times to accommodate families with siblings in different classes. See the table below:

Year Group	Live Meeting Time	Activity	Live Meeting Time	Activity	Lunchtime	Live Meeting Time	Activity
Nursery– St Anne	8:35a.m.	Register Morning Prayer Online Phonics introduction & set independent play activities	10:00a.m.	Maths & set independent play activities	12:00p.m. – N/A	No afternoon lessons	No afternoon lessons
Reception– St Francis & St Joseph	8:35a.m.	Register Morning Prayer Online Phonics introduction & set independent tasks	10:00a.m.	Maths & set independent tasks	12:00p.m. – 1:00p.m.	11:30p.m.	Afternoon Subjects & Feedback
Year 1 – St Anthony	8:50a.m.	Register Morning Prayer Online English/Phonics & set independent tasks	10:10a.m.	Maths & set independent tasks	12:00p.m. – 1:00p.m.	1:00p.m. <u>Monday Assembly 2:30p.m.</u>	Afternoon Subjects & Feedback
Year 1/2 – St Cecilia	8:50a.m.	Register Morning Prayer Online English/Phonics & set independent tasks	10:10a.m.	Maths & set independent tasks	12:00p.m. – 1:00p.m.	1:00p.m. <u>Monday Assembly 2:30p.m.</u>	Afternoon Subjects & Feedback
Year 2 – St Therese	8:50a.m.	Register Morning Prayer Online English/Phonics & set independent tasks	10:10a.m.	Maths & set independent tasks	12:00p.m. – 1:00p.m.	1:00p.m. <u>Monday Assembly 2:30p.m.</u>	Afternoon Subjects & Feedback
Year 3 – St Bernadette	9:10a.m.	Register Morning Prayer Online Maths & set independent tasks	10:30a.m.	English/ spellings & set independent tasks	12:00p.m. – 1:00p.m.	1:20p.m. <u>Tuesday Assembly 2:30p.m.</u>	Afternoon Subjects & Feedback
Year 3/4 – St Peter	9:10a.m.	Register Morning Prayer Online Maths & set independent tasks	10:30a.m.	English/ spellings & set independent tasks	12:00p.m. – 1:00p.m.	1:20p.m. <u>Tuesday Assembly 2:30p.m.</u>	Afternoon Subjects & Feedback

Year 4 – St Patrick	9:10a.m.	Register Morning Prayer Online Maths & set independent tasks	10:30a.m	English/ spellings & set independent tasks	12:00p.m. – 1:00p.m.	1:20p.m. <u>Tuesday Assembly 2:30p.m.</u>	Afternoon Subjects & Feedback
Year 5 – St Josephine-Bakhita	9:30a.m.	Register Morning Prayer Online English/spellings & set independent tasks	11:00a.m	Maths & set independent tasks	12:00p.m. – 1:00p.m.	1:40p.m. <u>Wednesday Assembly 2:30p.m.</u>	Afternoon Subjects & Feedback
Year 5/6 – St Padre Pio	9:30a.m.	Register Morning Prayer Online English/spellings & set independent tasks	11:00a.m	Maths & set independent tasks	12:00p.m. – 1:00p.m.	1:40p.m. <u>Wednesday Assembly 2:30p.m.</u>	Afternoon Subjects & Feedback
Year 6 – St John Bosco	9:30a.m.	Register Morning Prayer Online English/spellings & set independent tasks	11:00a.m	Maths & set independent tasks	12:00p.m. – 1:00p.m.	1:40p.m. <u>Wednesday Assembly 2:30p.m.</u>	Afternoon Subjects & Feedback

Accessing remote education

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

Google Classroom

We use Google Classroom for our remote learning platform. Teachers will provide online learning for the children in their class, which is directly aligned with the Year Group curriculum.

We will deliver the live teaching 'Google Meet' and upload resources linked to the lessons via Google Classroom.

The children have been taught how to use Google Classroom. Please see instructions below regarding how to log in to Google Classrooms. There is also a video and step-by-step guidance explaining this available by clicking the following link:

<https://sacredheart682.herts.sch.uk/pupils/mini-vinnies/#>

Google Classroom Directions for Parents

1. Using your internet browser (Google Chrome will work best for this), go to classroom.google.com . You may be directed to log into an account instead of reaching the classroom screen.
2. To log in you must use your child's username, which is in your child's reading record. Click "Sign In" in the top right hand corner if you are currently not signed into any Google account. If you are on another Gmail account, you will need to sign out of it and log in with your child's account. In order to access any Google Classroom please sign in using your child's username followed by @sacredheart682.herts.sch.uk. Their username and password were given to you at the beginning of the year. ***Please ask the School Office, if you require this again.***

Google Classroom Parent Guides

This link takes you to a YouTube channel which is filled with videos to help parents get online with Google tools for schools:

[Google tools help guides](#)
[How to use Google Classroom](#)

Online Learning Resources:

[Education City](#) is a curriculum-based classroom platform which provides resources, activities and educational games. Each child has their own login details and teachers can set tasks for the children.

[MyMaths](#) – is an interactive Maths learning platform from Years 1 to Year 6. Each child has their own login details and teachers can set tasks for the children.

[Reading Eggs](#)– is a unique reading and spelling learning program created to encourage children to keep reading and improving their spelling skills. It is a whole school reading scheme that sets out a weekly focus with word lists and activities (Year 1 to Year 6). Word lists are based on letter and sound patterns. Our word lists help take the guesswork out of what words to choose and our spelling lists are curriculum aligned. The online curriculum is incredibly engaging for your children.

[Times Tables Rock Stars](#) is a carefully sequenced programme of daily times tables practice. Each week concentrates on a different times table, with a recommended consolidation week for rehearsing the tables that have recently been practised every third week. All children from Year 1 to Year 6 have a login for Times Tables Rock Stars. This is a fantastic website that supports children in learning their times tables.

Once your child has logged in they should play in Garage mode. This has an automatic training mode which starts with easier times tables and as the children get them correct it adds in more difficult times tables. This means that it is pitched at the right level for the children so they are able to practise getting quicker at tables that they know.

Website Links

[Oak National Academy](#)– Visit their online classroom to view all of Oak’s free lessons, searchable by key stage, year or subject. Or visit their About Oak pages to find out more about their work.

[BBC Bitesize](#)– Explore their best videos, articles and quizzes for primary and secondary school students and discover new Primary Catch-Up Lessons to get back on track. BBC Bitesize covers all subjects.

[Topmarks](#)– Topmarks has a range of educational resources, games and links to other websites covering all subjects.

[Toy Theatre](#)– Toy theatre is a collection of interactive educational games covering a range of subjects.

[ICT Games](#)– Educational maths and English games aimed at 5 to 8 year olds. ICT in Schools: Learning at Home – ‘ICT in Schools’ have collated a range of activities and resources that you will find useful for home learning. Resources are easy to find as they are divided into age groups.

[PE](#) - This link contains lots of fun, engaging and exciting physical learning opportunities for children.

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:

How you will issue or lend laptops or tablets to pupils and where parents or carers can find more information

Parents and carers were asked at the beginning of the year to share whether they had a suitable device for pupils to work on and an internet connection at home.

How you will issue or lend devices that enable an internet connection (for example, routers or dongles), and where parents or carers can find more information

Where possible, the school will loan laptops to these families when they are required. The school has a limited supply of laptops and will distribute these accordingly. Additionally, if you do not have internet access, please make the school aware and we will endeavour to do all that we can to help.

How pupils can access any printed materials needed if they do not have online access

Children requiring printed resources will be given printed copies via the School Office. The school will contact parents and carers to collect these work packs.

How pupils can submit work to their teachers if they do not have online access

Where possible, pupils without internet access will attend school. However, if this is not possible, work may be dropped into school, posted or photographs may be sent to the School Office.

How will my child be taught remotely?

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

- live teaching (online lessons);
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, White Rose, BBC Bitesize, Read Write Inc.);
- printed paper packs produced by teachers (e.g. workbooks, worksheets);
- textbooks and reading books pupils have at home;
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences;
- long-term project work and/or internet research activities;
- high quality text to deliver key learning across the curriculum. This will be a new text and will be at the heart of planned activities. This information will be shared using our online platform, Google Classroom;
- share daily maths, English and reading/phonics learning. Alongside a full complement of lessons in the wider curriculum;
- produce activities that allow children to respond to learning in different ways writing, drawing, recording videos etc.;
- produce PowerPoint presentations, use videos and other resources to help teach new concepts, address misconceptions or recap/build on previous learning. Lessons will not be live streamed;
- create resource packs for children in EYFS to embellish the work that is set on Google Classroom. This will ensure children are able to practise key skills without becoming over reliant on parent/carer support;
- monitor all adaptations for children who have SEND and feedback to teachers, sharing strategies to promote good progress. The SENDCo will lead on this;
- encourage pupils to read books they have available to them at home, online or if possible, at local libraries.
- Reading scheme books are sent home.

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?

Expectations for pupils' engagement with remote education

- We expect all pupils to engage fully with the remote education.
- Attend all Google Meets.
- Complete work to the deadline set by teachers and submit work.
- Pupils to ask the teacher if they need help.
- Alert teachers if they are not able to complete work.

Google Meet expectations for pupils for remote learning

- Please dress appropriately for your Google Meets e.g. no pyjamas.
- Log in using your own 'school' login for the Google Meets.
- Log in at the correct time.
- Mute all microphones.
- Only unmute your microphone if the teachers states your name and asks you a question.
- Please sit properly, ideally on a chair, when you access the Google Meet.
- Please remain seated during the Google Meet. Please do not walk around with your device.
- Do not eat during the Google Meets.
- You are now ready to learn.

Expectation for parents

- Ensure your child attends all Google Meets.
- Ensure your child participates in their learning, completing work and submitting work.
- Make the school aware if your child is unwell and will not be able to attend 'virtual' school.
- Seek help from the school if you need it.

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

How, and how often, you will check pupils' engagement with remote education

- We will check pupil's engagement with remote education daily by taking a 'register'.
- We will monitor your child's work submitted to ensure your child is submitting work set by the teacher.

What action you take where engagement is a concern, including how you will inform parents and carers

- When we have a concern in regard to engagement with remote learning we will contact the parent. Class teachers will track this regularly and Senior Leaders will follow up where improvements are not seen.

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:

Pupils work will be assessed through Summative and Formative Assessments, which will enable teachers to check pupils understanding. It will also allow the teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments including, where necessary, revising material or simplifying explanations to ensure pupils understanding.

- Questioning and feedback from pupils during the live lessons, to check understanding.
- Whole class quizzes, which are automatically marked via Google Classroom.
- Completed work will form part of the teacher's assessment.
- At least weekly verbal/written feedback from work submitted.
- Pupils may be asked about their understanding of their learning during Google Meets or the pupils might be asked about their learning upon return.

How often pupils will receive feedback on their work during National/Local Lockdown or Bubble Closure

- Weekly verbal/written feedback from work submitted on time. If your child submits work late, feedback will be given by the end of the week.
- All other curriculum tasks submitted by 3:30pm will receive either verbal or written feedback by the end of the week.

How often pupils will receive feedback on their work during for individuals self-isolating

Teachers will:

- provide weekly verbal/written feedback to work set;
- check pupil's understanding through questioning and explanations;
- on return, give pupils additional explanations where required;
- as and when required, adjust the resources and activities based on assessment.

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:

- ensuring that pupils with an EHCP continue to have their needs met while learning remotely and liaising with the SENCO and other organisations to make any alternate arrangements necessary;
- identifying the level of support required for individual children;
- being in regular contact with SEND 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, remote education provided will 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?

If individuals or a small group of students are self-isolating, work will be set via Google Classroom. This work will be linked to the curriculum and follow the same content as those who are in school. If there are any issues, please contact the class teacher.