



ST.PETER'S R.C. PRIMARY SCHOOL



St Peter's RC Primary School Home Learning Provision

Mission Statement



St. Peter's Catholic School Mission is that pupils, parents staff, governors and parish build together a learning community which develops love, concern for each other and forgiveness, by living out the Gospel.

This means our school will be a place:

- ☺ *To foster knowledge and understanding of the Gospel values and growing in God's love.*
- ☺ *To ensure we care for and respect others, develop an understanding of the world and contribute to society as responsible citizens.*
- ☺ *To promote independence and excellence.*
- ☺ *To encourage us to use our gifts and talents for self-fulfilment and the good of all.*
- ☺ *To appreciate that we are all uniquely created and loved by God.*
- ☺ *To put our trust in God through prayer.*

1. Identify	2. Develop and plan	3. Implement	4. Embed	5. Sustain	
Not yet in place or there are major gaps.	Identified gaps but a plan is being developed to address them.	In the process of implementing systems and practices to address this.	Practices and systems are in place with minor gaps.	Practices and systems are fully embedded, and there are examples of best practice.	
		Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Remote education plan There is a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education. The plan is underpinned by high expectations to provide the quality delivery of a planned curriculum for all (including vulnerable children and children with SEND), which is aligned as close as possible to the in-school curriculum.</p>		<p>Remote Policy written and understood by all teaching staff. High expectations of learning are shared by all staff. Balance of new learning and consolidation of skills is appropriate. Sequences of lessons are in line with the school's curriculum map.</p>	<p>Important to continually review in light of teachers' experiences – particularly during 'live class' assemblies.</p>	<p>4</p>	<p>Continual and robust monitoring of quality of work set, engagement of pupils, feedback and corrections. All staff to receive more training to further develop the Online learning and "live class" assemblies.</p>

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<p>Communication Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>Governors fully involved in policy setting, monitoring through HT reports.</p> <p>Parents receive regular emails and letters. All info on website and parent support video published to access the Purple Mash online learning platform.</p>	<p>Keep parents/carers involved in safeguarding aspects of online learning (documents posted on the website and copies posted to all families).</p>	4	<p>Continual and robust monitoring of communication to improve communication between parents/carers and school.</p>
<p>Monitoring and Evaluating. The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> • understanding the impact on staff workload and how to mitigate against it if staffing changes • having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts. 	<p>Staff are kept within year group bubbles – this ensures that work and children are 'known' to all staff.</p> <p>Staff meet every 7 days to reflect on online provision and to receive more training – SLT every 3 days.</p> <p>Sickness and non-engagement of pupils is managed by teacher, office and overseen by SLT.</p> <p>Safeguarding concerns logged and referred if necessary.</p>	<p>Managing workload when balancing demands of remote learning and increasing number of children at school for face-to-face learning. (KW at present, need to be aware that this will increase as lockdown restrictions ease).</p>	4	<p>SLT continue to monitor and further develop the online learning.</p>

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<p>Home environment The school is aware of the learning environment at home and works with parents/carers and families to understand and ensure that pupils will be able to access education at home.</p> <p>The school supports pupils on how to self-regulate during remote education, including:</p> <ul style="list-style-type: none"> • understanding their strengths and weaknesses to improve their learning • how to learn from home 	<p>Good practice guidance is disseminated from school and directly by class teachers. Management of work is overseen by SLT with paper based available to families.</p> <p>Good learning behaviour modelled and overseen by class teachers.</p> <p>Management of children's daily work, expectations set out on website and overseen by SLT</p>	<p>Supporting families by understanding demands of multiple children in house using limited number of devices. Teachers to monitor times that work is being completed and submitted.</p>	<p>4</p>	<p>Continuous communication between the school and the parents to support the children and parents with practical advice and support for accessing the online learning. As a school, we are aware that one or two electronic devices are shared amongst family members.</p>

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<p>Laptops, tablets and internet access</p> <p>Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices for pupils which might impact on remote education provision. Leaders have made suitable alternative arrangements to minimise the impact of these limitations, either by providing pupils with devices and/or hard copies of work posted to all the children for the first three weeks of lockdown in January and will continue to do this on request. Vulnerable and key worker children are expected to come into school.</p>	<p>23 Laptops are being loaned out to vulnerable families.</p> <p>2 Chrome books are being loaned out to vulnerable families.</p> <p>Paper copies of work are provided as agreed (This may be the most suitable route with family arrangements)</p>	<p>Update laptops to support all families with online learning.</p> <p>Stay on top of need.</p>	<p>4</p>	<p>Continuous monitoring and dialogue between school and parents/carers to support with electronic devices where possible, internet access if needed and hard copies of work posted on request.</p>

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<p>Supporting children with additional needs Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right structures and provision in place to help remote education. This includes guidance for parents and carers on how to effectively support remote education and ensuring pupils have access to the right hardware and software to support their needs.</p>	<p>2/2 SEND children (we are applying for an EHC Plan) are in school daily and a child with an EHC Plan will start provision in school after half term.</p> <p>Specialist provision is in place for them to access SENCO making weekly phone calls.</p>	<p>Important to be acutely aware of SEND children (particularly those NOT on EHCP and therefore at home without the support they would have had in school).</p>	<p>4</p>	<p>Continuous support to parents/carers with resources to access the curriculum and to support children with individual programmes e.g.SALT and STEPS.</p>

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<p>Monitoring engagement The school has systems for checking daily whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern.</p>	<p>Teachers check daily for engagement. Direct contact to parents to support online learning. SLT monitor concerns and follow up calls are made to the parents.</p>	<p>Improve the formal recording of children who are not engaging so that further support can be provided and safeguarding swiftly identified.</p> <p>Guidelines mentioned to all staff during meeting to support them with safeguarding procedures during lockdown.</p>	<p>4</p>	<p>Teaching assistants received training to support Pastoral care via the Purple Mash platform after February half term.</p>

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<p>Minimum provision School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum:</p> <ul style="list-style-type: none"> • Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children • Key stage 2: 4 hours a day <p>The school has a clear broad and balanced curriculum that supports pupils both in class and remotely.</p>		<p>Work is set in line with DfE minimum requirements. Daily: Maths, Reading and English, Phonics Weekly: RE, Science, History, Geography, Art, DT, Computing, French, PSHE, PE and Music.</p> <p>All the subjects taught throughout the week.</p> <p>Learning is set inline with the school's curriculum. Consolidation of Autumn term objectives as well as new learning for Spring term in all subjects.</p>	<p>Monitor and move towards as much new learning as appropriate. Keeping a watch on school's full return and a revised 'catch up programme'.</p>	<p>4</p>	<p>Collective worship and "live" assemblies to commence week 22nd February 2021 via Zoom to support each cohort.</p>

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<p>Curriculum delivery</p> <p>The school has a system in place to support remote education, using curriculum-aligned, resources.</p> <p>Where remote education is taking place, it should include recorded or live teaching powerpoints from the school or other educational providers.</p> <p>The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.</p>	<p>Remote curriculum is aligned to the school's curriculum. Recorded lessons every day or audio powerpoints in Maths, English and other subjects. Teachers use videos along with Oak National Academy, published videos by BBC, White Rose and You tube.</p> <p>Purple Mash and Miss Dorothy (Dot minutes) used for setting and responding to pupils' work. Communication through class blogs and fortnightly phone calls.</p> <p>Teachers and SLT available via school office for troubleshooting.</p>	<p>Ensure equality of curriculum offer is set across school – expectations of work volume, recorded interactions and timing to respond to pupils' work.</p>	<p>4</p>	<p>Collective worship and "live" assemblies to commence week 22nd February 2021 via zoom to support each cohort. To further develop "live" reading sessions for each cohort.</p>

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<p>Assessment and feedback The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.</p> <p>The school provides feedback, at least weekly, using the marking tools, blogs or voice recordings where appropriate.</p>	<p>Teachers track completion and level of work quality. Individual's work is looked at, corrected by teachers, asked to be re-submitted if necessary to ensure quality of learning is not lost. Feedback and next steps are built into blogs and messages for individual children. This informs Formative Assessment for next steps.</p>	<p>Ensure consistency across school.</p> <p>Awareness of validity of summative assessment prior to return.</p>	<p>4</p>	<p>Teacher assessment will continue on the coverage of work for Spring term 1 week commencing 22nd February 2021.</p>

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<p>Staff capability Staff have access to the digital resources and tools. Where possible, the training provided is sustained to ensure staff continue to support effective teaching practice remotely.</p>	<p>Staff capability has been built on since lockdown 2020. The Computing Teacher has led staff with workshops and bespoke support. Support videos for parents and guidance were published on the school website and information on how to use other devices e.g. Play Station to access Purple Mash was also shared.</p>	<p>Computing Teacher and SLT are on hand to help support where needed.</p>	<p>4</p>	<p>Teaching assistants received training to support Pastoral care via the Purple Mash platform after February half term. Collective worship and “live” assemblies to commence week 22nd February 2021 via Zoom to support each cohort. To further develop “live” reading sessions for each cohort.</p>
<p>Strategic partnerships The school is sharing best practice and making best use of capacity across schools.</p>	<p>Computing lead + SLT supporting individual’s capacity</p>	<p>Continue to meet formally and informally throughout lockdown.</p>	<p>4</p>	<p>Continuous virtual meetings, support documents e-mailed and individual calls to support staff collectively and individually.</p>

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<p>Realistic expectations of pupils, parents and carers</p> <p>Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school's website.</p> <p>Pupils understand the expectations on how many hours they should be learning and how to participate in remote education.</p>		<p>Expectations are on website.</p> <p>Pupils are clear and followed up if not engaging appropriately.</p>		<p>4</p> <p>Continuous support documents published on the school website and communication to all parents/carers during fortnightly phone calls.</p>

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<p>Ensuring safety There are clear safeguarding protocols in place to ensure pupils are safe during remote education. It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote education.</p> <p>Online safety If the school chooses to provide remote education using live streaming and pre-recorded videos, teachers understand how to keep children safe whilst they are online.</p>	<p>Remote Learning Policy outlines safeguarding expectations and safety.</p> <p>Staff training and guidance reviewed weekly (Safeguarding weekly email, fortnightly staff meeting).</p> <p>Guidance to support parents and carers with online safety published on the school website week commencing 8th February and 1 hard copy per family posted.</p>	<p>Always review and respond to fast changing circumstances.</p>	<p>4</p>	

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<p>Well-being Leaders, teachers and pupils are aware of how to spot potential well-being or mental health issues and how to respond. There are regular catch ups with pupils, Miss Dorothy (Dot minutes), Purple Mash blog and fortnightly phone calls.</p>	<p>Open door policy</p> <p>Regular interactions with children means that unusual / out of character behaviour passed on by teachers to SLT.</p> <p>Formal approached by parents or children passed to Inclusion Team.</p>	Always be aware.	4	
Well-being of the St Peter's RC Primary School community continues to be a priority.				