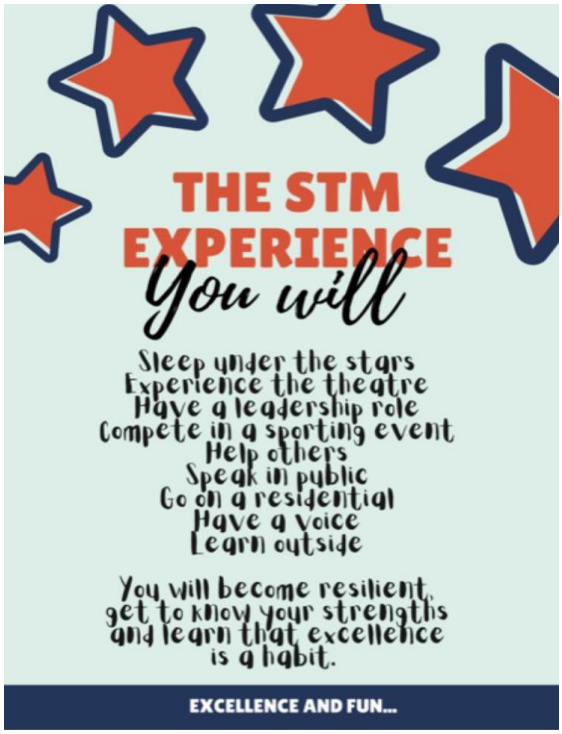
**Remote education provision: information for parents**




This information is intended to provide clarity and transparency to pupils, parents and carers about what to expect from our school now that we are in a period of national lockdown with the majority of pupils learning from home perhaps until February half term.

It also sets out the expectations of you as parents and of the children themselves. The best place for children to learn is at school. However, together, we must try to make the best of this current situation to ensure that children remain engaged and continue to learn, develop their God given talents and flourish, despite the current challenges.

Martin Breslin is the named senior leader with overarching responsibility for the quality and delivery of our remote education.

**The remote curriculum: what is taught to pupils at home?**

Our teachers were very glad to welcome the children back to school for the autumn term as it gave us a chance to find out how much they may had missed or fallen behind during previous periods of school closure. This has helped us to plan the work for this term and to make sure that the curriculum matches current needs of the children.

We have decided to focus on RE, reading, phonics, writing, grammar and mathematics for our core remote offer. We have also included elements of the broader curriculum that children can access and work on as directed below.

**How can I help and support my child when they are learning from home?**

- **Take an active interest in your child's learning and keep in touch with teachers by phone or email if needed.**
- **Monitor your child's communication and online activity:** Encourage them to be polite, remember their manners and not to post or send any negative comments just because they are behind a computer. (Pupils should not record or take pictures of their teachers or classmates during on line sessions)
- **Check on privacy restrictions and safety controls on devices and apps**
- **Establish a daily schedule and routine:** Try to stick to the timetable that is set out.
- **Plan some time away from the screen:** Try to make sure your child gets some fresh air and exercise every day.
- **Make sure child is working in the living/dining room or kitchen and not in their bedroom.**
- **Make sure your child is dressed and ready for work - not in pyjamas!**
- **School rules still apply!**

**Please also try to monitor your child's wellbeing and mental health.** Your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and happiness. Remember to have some fun!

**Will my child be taught the same curriculum as they would if they were in school?**

Our aim is to teach as much of the curriculum remotely as we do in school wherever possible and appropriate. We are working to our existing plans however, we might need to make adaptations in some subjects depending on the resources and facilities available to us.

Our aim is to make sure that:

- Pupils receive a broad and balanced curriculum experience whether they are in school or not.
- We work with colleagues in Lumen Christi, the DfE and you as parents to support your remote access through improved connectivity and provision of devices.
- Our pupils have meaningful work each day in a number of different subjects.
- Children will feel connected to the school community and engage with their teachers.
- Where possible, we provide clear written and recorded explanations of new content.
- We will meet in a live session with all children weekly.
- We have a system for checking in daily with pupils, to make sure they are engaging with their work and to assess their progress and well-being.
- We can adjust the pace or difficulty of our planning where necessary, to support pupil recall and simplify our future explanations to ensure pupils understand the work they are doing
- Our staff are supported to manage any additional workload and expectations .

**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:

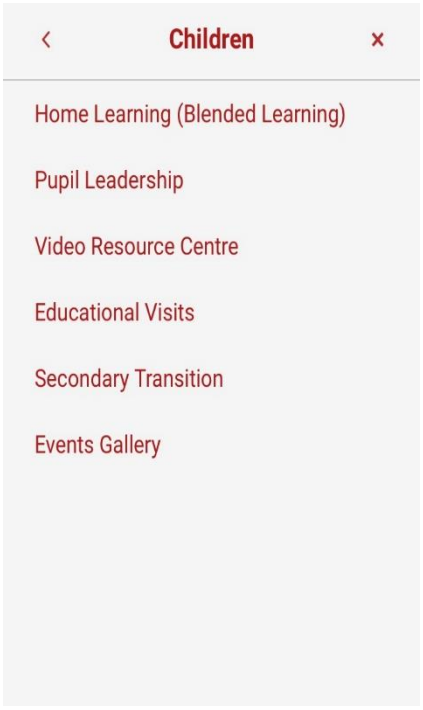
| Year group | Number of hours – there are minimum expectations for remote provision.<br>On our website we also have generic resources for the children to access. |
|---|---|

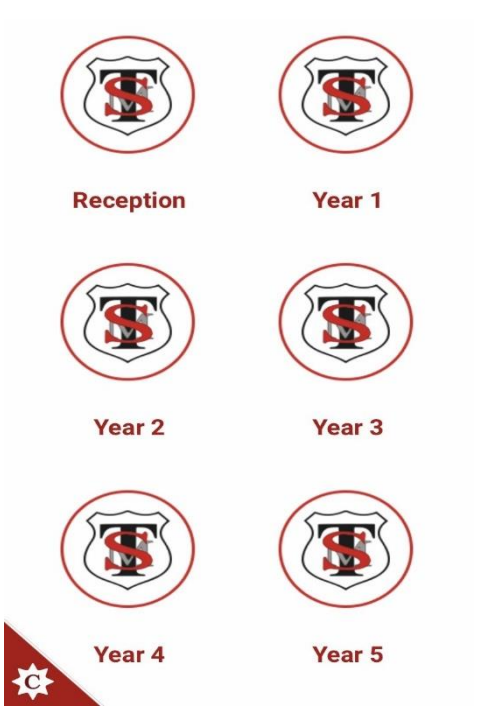
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| | <br>We recommend 60 minutes of daily exercise. |
| Reception | 2 hours per day |
| Key Stage 1 | 3 hours a day |
| Key Stage 2 | 4 hours a day |

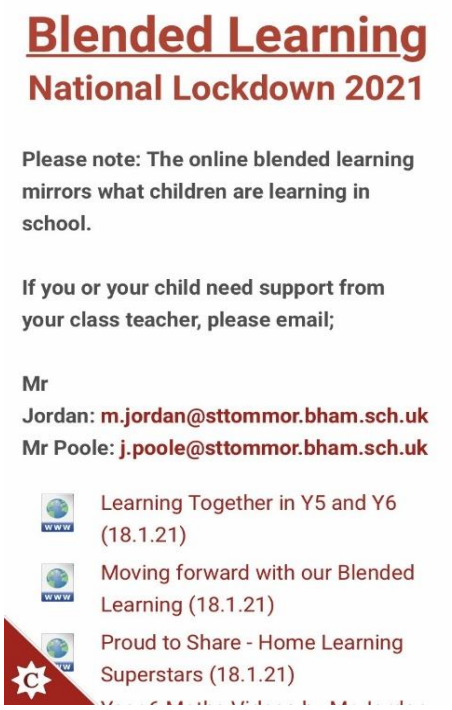
It is however, important to remember that extended periods of screen time are not good for adult or children's well-being and therefore there will be an expectation for exercises and tasks to be completed by the children independently or away from the laptop. In this way, we continue to develop creative and motor skills as well as building in opportunities for physical exercise and outdoor experiences.

**How will my child access any online remote education?**

Go to: [www.sttommor.bham.sch.uk](http://www.sttommor.bham.sch.uk)




Go the children's tab and then the Home learning (Blended learning), then to your child's year group where you will find your overview (see below) and video resources and other resources to support



your child's learning at home. Generic resources and whole school resources such as collective worship and other assemblies, can be found here also.

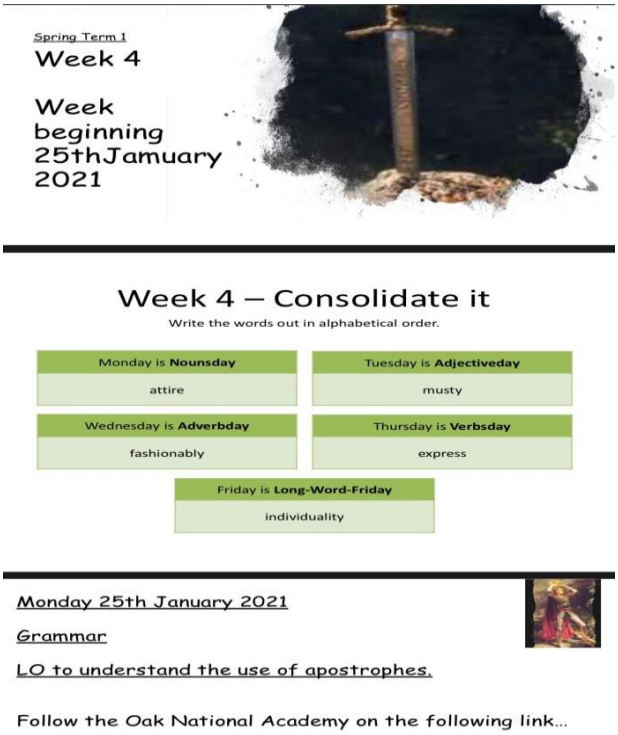
We recognise that some pupils may not have suitable online access at home. If this is the case, then we may be able to provide a device for use and support with internet access etc. Please contact the school office on 0121 743 3289

**What will a typical day of remote learning look like for my child**?
We use a combination of the approaches to teach pupils remotely:

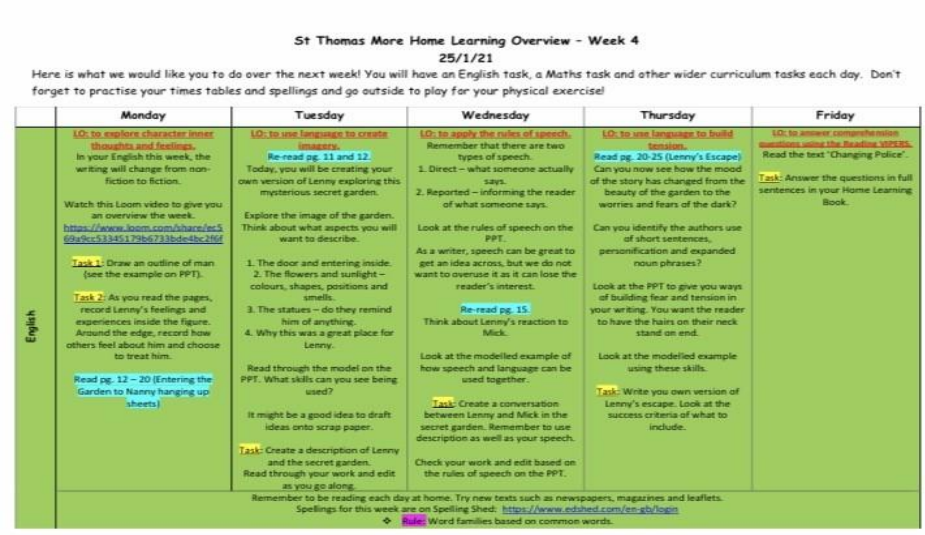
- The overview of work for the week will be set out in a weekly plan
- The specific work for each day will be available from the Friday before

- Comprehensive, clear presentations that are linked to each lesson, will be uploaded. Where appropriate, video links with teacher modelling/explanations will be embedded into the presentation or uploaded separately.



- Hopefully the children will have had some breakfast, be dressed and ready to learn and engage with their teacher!



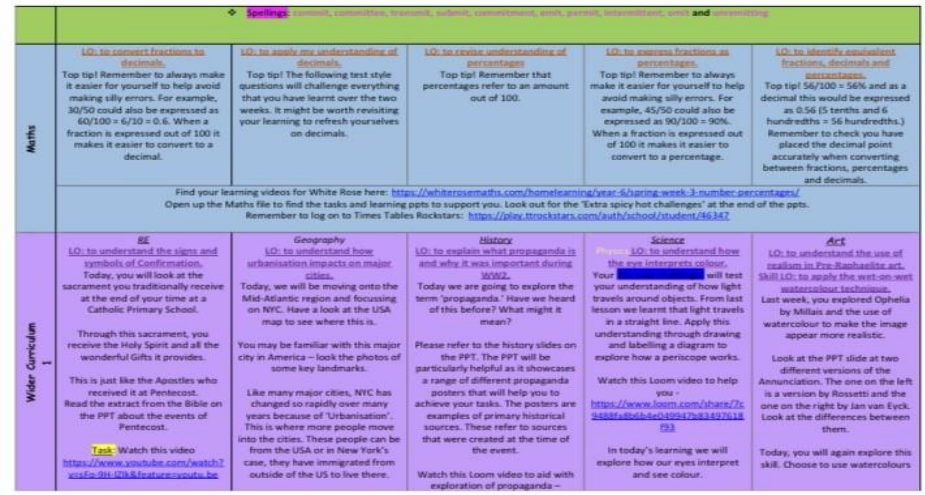
**St Thomas More Home Learning Overview - Week 4**
**25/1/21**

Here is what we would like you to do over the next week! You will have an English task, a Maths task and other wider curriculum tasks each day. Don't forget to practise your times tables and spellings and go outside to play for your physical exercise!

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| English | LO: to explore character inner thoughts and feelings.<br>In your English this week, the writing will change from non-fiction to fiction.<br><br>Watch this Loom video to give you an overview the week.<br>https://www.loom.com/share/ec569a9cc53345179b6733bde4bc2f0f<br><br>Task 1: Draw an outline of man (see the example on PPT).<br><br>Task 2: As you read the pages, record Lenny's feelings and experiences inside the figure. Around the edge, record how others feel about him and choose to treat him.<br><br>Read pg. 12 – 20 (Entering the Garden to Nanny hanging up sheets) | LO: to use language to create imagery.<br>Re-read pg. 11 and 12.<br>Today, you will be creating your own version of Lenny exploring this mysterious secret garden.<br><br>Explore the image of the garden. Think about what aspects you will want to describe.<br><br>1. The door and entering inside.<br>2. The flowers and sunlight – colours, shapes, positions and smells.<br>3. The statues – do they remind him of anything.<br>4. Why this was a great place for Lenny.<br><br>Read through the model on the PPT. What skills can you see being used?<br><br>It might be a good idea to draft ideas onto scrap paper.<br><br>Task: Create a description of Lenny and the secret garden. Read through your work and edit as you go along. | LO: to apply the rules of speech.<br>Remember that there are two types of speech.<br>1. Direct – what someone actually says.<br>2. Reported – informing the reader of what someone says.<br><br>Look at the rules of speech on the PPT.<br>As a writer, speech can be great to get an idea across, but we do not want to overuse it as it can lose the reader's interest.<br><br>Re-read pg. 15.<br>Think about Lenny's reaction to Mick.<br><br>Look at the modelled example of how speech and language can be used together.<br><br>Task: Create a conversation between Lenny and Mick in the secret garden. Remember to use description as well as your speech.<br><br>Check your work and edit based on the rules of speech on the PPT. | LO: to use language to build tension.<br>Read pg. 20-25 (Lenny's Escape)<br>Can you now see how the mood of the story has changed from the beauty of the garden to the worries and fears of the dark?<br><br>Can you identify the authors use of short sentences, personification and expanded noun phrases?<br><br>Look at the PPT to give you ways of building fear and tension in your writing. You want the reader to have the hairs on their neck stand on end.<br><br>Look at the modelled example using these skills.<br><br>Task: Write you own version of Lenny's escape. Look at the success criteria of what to include. | LO: to answer comprehension questions using the Reading VIPERS.<br>Read the text 'Changing Police'.<br><br>Task: Answer the questions in full sentences in your Home Learning Book. |
| | Remember to be reading each day at home. Try new texts such as newspapers, magazines and leaflets.<br>Spellings for this week are on Spelling Shed: https://www.edshed.com/en-gb/login<br>❖ Rule: Word families based on common words. | | | | |

- A suggested timetable/overview is available for your child on their class page of our website

- Your child may be set gap tasks between lessons but only if appropriate



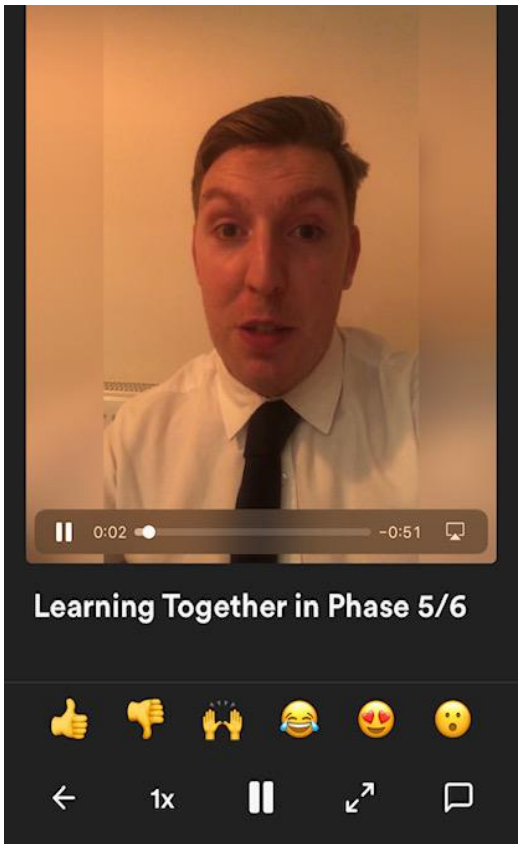
| | | | | | |
|---|---|---|---|---|---|
| | ❖ Spellings: commit, committee, transmit, submit, commitment, omit, permit, intermittent, omit and transmitting | | | | |
| Maths | LO: to convert fractions to decimals.<br>Top tip! Remember to always make it easier for yourself to help avoid making silly errors. For example, 30/50 could also be expressed as 60/100 = 6/10 = 0.6. When a fraction is expressed out of 100 it makes it easier to convert to a decimal. | LO: to apply my understanding of decimals.<br>Top tip! The following test style questions will challenge everything that you have learnt over the two weeks. It might be worth revisiting your learning to refresh yourselves on decimals. | LO: to revise understanding of percentages<br>Top tip! Remember that percentages refer to an amount out of 100. | LO: to express fractions as percentages.<br>Top tip! Remember to always make it easier for yourself to help avoid making silly errors. For example, 45/50 could also be expressed as 90/100 = 90%. When a fraction is expressed out of 100 it makes it easier to convert to a percentage. | LO: to identify equivalent fractions, decimals and percentages.<br>Top tip! 56/100 = 56% and as a decimal this would be expressed as 0.56 (5 tenths and 6 hundredths = 56 hundredths.) Remember to check you have placed the decimal point accurately when converting between fractions, percentages and decimals. |
| | Find your learning videos for White Rose here: https://whiterosemaths.com/homelearning/year-6/spring-week-3-number-percentages/<br>Open up the Maths file to find the tasks and learning ppts to support you. Look out for the 'Extra spicy hot challenges' at the end of the ppts.<br>Remember to log on to Times Tables Rockstars: https://play.ttrockstars.com/auth/school/student/46347 | | | | |
| Wider Curriculum 1 | RE<br>LO: to understand the signs and symbols of Confirmation.<br>Today, you will look at the sacrament you traditionally receive at the end of your time at a Catholic Primary School.<br><br>Through this sacrament, you receive the Holy Spirit and all the wonderful Gifts it provides.<br><br>This is just like the Apostles who received it at Pentecost. Read the extract from the Bible on the PPT about the events of Pentecost.<br><br>Task: Watch this video https://www.youtube.com/watch?v=sFo-9H-IZIk&feature=youtu.be | Geography<br>LO: to understand how urbanisation impacts on major cities.<br>Today, we will be moving onto the Mid-Atlantic region and focussing on NYC. Have a look at the USA map to see where this is.<br><br>You may be familiar with this major city in America – look the photos of some key landmarks.<br><br>Like many major cities, NYC has changed so rapidly over many years because of 'Urbanisation'. This is where more people move into the cities. These people can be from the USA or in New York's case, they have immigrated from outside of the US to live there. | History<br>LO: to explain what propaganda is and why it was important during WW2.<br>Today we are going to explore the term 'propaganda.' Have we heard of this before? What might it mean?<br><br>Please refer to the history slides on the PPT. The PPT will be particularly helpful as it showcases a range of different propaganda posters that will help you to achieve your tasks. The posters are examples of primary historical sources. These refer to sources that were created at the time of the event.<br><br>Watch this Loom video to aid with exploration of propaganda – | Science<br>Project LO: to understand how the eye interprets colour.<br>Your [redacted] will test your understanding of how light travels around objects. From last lesson we learnt that light travels in a straight line. Apply this understanding through drawing and labelling a diagram to explore how a periscope works.<br><br>Watch this Loom video to help you -<br>https://www.loom.com/share/7c9488fa8bdb4e049947b83497618f93<br><br>In today's learning we will explore how our eyes interpret and see colour. | Art<br>LO: to understand the use of realism in Pre-Raphaelite art.<br>Skill LO: to apply the wet-on-wet watercolour technique.<br>Last week, you explored Ophelia by Millais and the use of watercolour to make the image appear more realistic.<br><br>Look at the PPT slide at two different versions of the Annunciation. The one on the left is a version by Rossetti and the one on the right by Jan van Eyck. Look at the differences between them.<br><br>Today, you will again explore this skill. Choose to use watercolours |

- After speaking to our parents, the vast majority favoured recorded lessons so that they could be accessed around home commitments. We do however believe that for the well being of our community some 'live' contact time is important. These links are emailed directly to you so that you can join in weekly.

- A link to our weekly Mission assembly, Wednesday Mass, God's Gifts assembles and Teams Well being catch up meetings will communicated out each week.

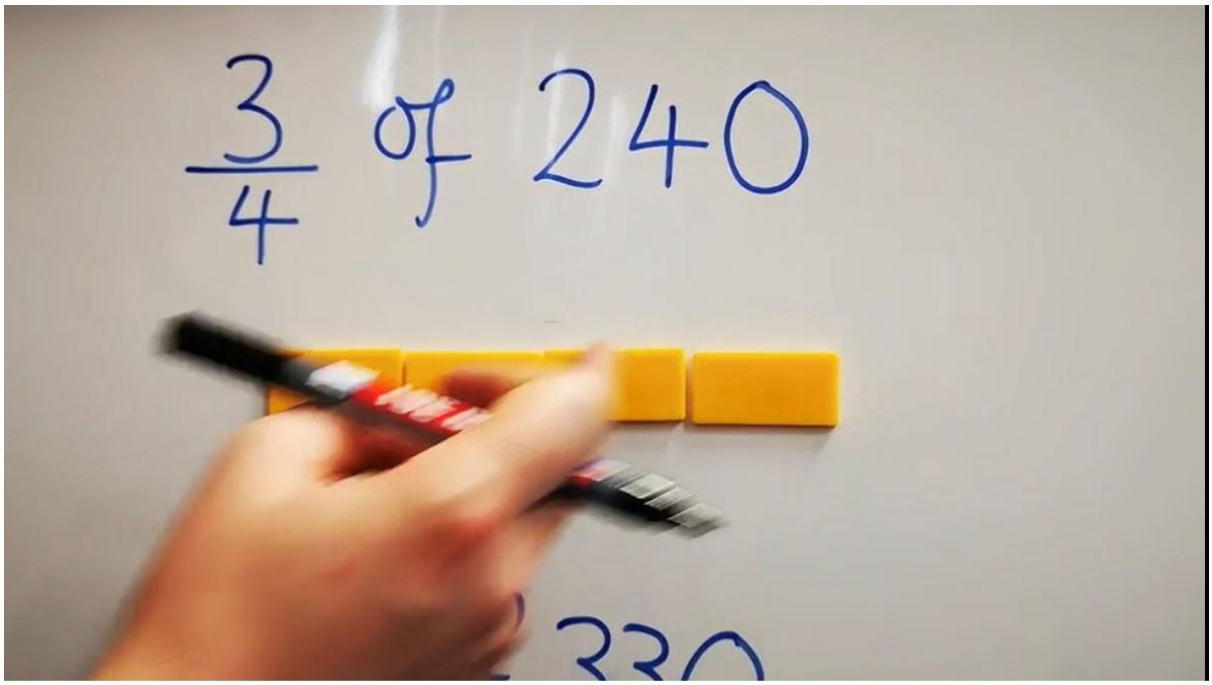
**Engagement and feedback**

Please remember that 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. We will aim where possible to follow our school marking policy.




**How will you know if your child is making good progress with their work?**

- Children will be expected to email work in each day/after each lesson.
- Either the teacher or a teaching assistant will respond to the core work sent in by the children
- Feedback with pupils might also be shared during online sessions or during telephone conversations or email if needed.
- As a school, we will make direct contact with you if we have concerns that your child is not engaged with on line learning or about how your child is doing.



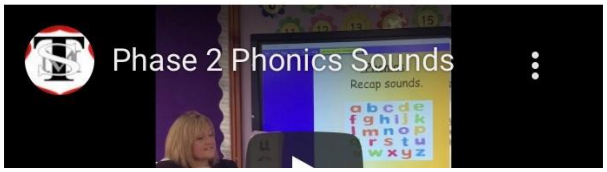
## Subitising




## Phase 3 Phonics Sounds




## Phase 2 Phonics Sounds




**How will school work to help children who usually need additional support in school?**

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:

- Teachers will continue to work with our SENDCO to consider adaptations to help all children access the work that is set.
- Parents / children will be offered alternative tasks or resources that offer more appropriate support.

- Our school SENDCO will be checking in with teachers, children and parents weekly to make sure they are confident about the how their learning is progressing and that they are feeling supported.

**What should I do if my child is sick?**

- If your child is sick (due to COVID or for any other reason) please make the school aware of this by phoning us on 0121 743 3289 before 9 am.

- If there are other circumstances or matters that you believe will impact on your child's learning or well-being then please also contact the school immediately.

- Be respectful when communicating with staff being mindful that these are difficult times for everyone.

Here are some further links to resources and information that may help you whilst your child is learning from home:

7_Top_Tips_to_Support_Reading_at_Home.pdf (educationendowmentfoundation.org.uk)

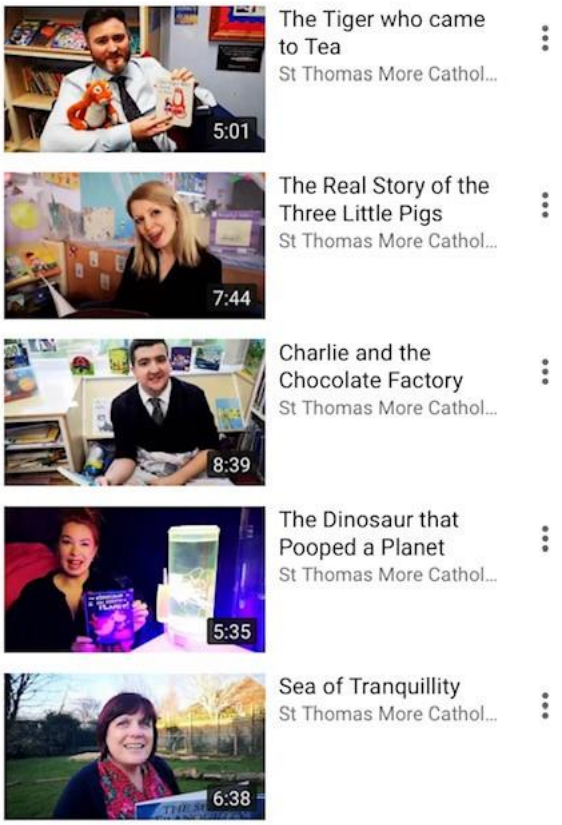
7_Top_Tips_to_Support_Reading_at_Home.pdf (educationendowmentfoundation.org.uk)

Read_with_TRUST_infographic.pdf (educationendowmentfoundation.org.uk)

Reading with TRUST (educationendowmentfoundation.org.uk)

Supporting_home_learning_routines_-_Planning_the_day.pdf (educationendowmentfoundation.org.uk)

https://educationendowmentfoundation.org.uk/public/files/videos/EEF_Supporting_daily_routines_during_school_closures.mp4




Please see our video channel on YouTube for bedtime stories!

Further detail is included in our Remote Learning Policy which is available on our website.

Named contact in school for concerns about child's mental health and emotional wellbeing is Mrs Nicholls.