

# Grovelands C P School



## Remote Learning Guidance

February 2021

## **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?**

Children will be initially asked to access their learning on Purple Mash and Bug Club. Remote Learning will then be set by the class teacher in the ways outlined in our Remote Learning information on our school website.

EYFS will have learning set on Mini Mash.

### **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?**

We 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, pupils in school will have P.E. lessons in the traditional way with a teacher, while at home P.E. could be led by an online provider.

EYFS: children receive a physical challenge/activity each week as part of the EYFS curriculum.

## **Remote teaching and study time each day**

### **How long can I expect work set by the school to take my child each day?**

Schools are expected to provide remote education that includes either recorded or live direct teaching and should be of equivalent length to the core teaching pupils would receive in school. As a minimum that is:

- 3 hours a day for Key Stage 1 (years 1 and 2 when pupils are aged between 5 and 7)
- 4 hours a day for KS2 (years 3-6 when children are aged between 7 and 11)

Those hours include both direct teaching and time for pupils to complete tasks or assignments independently.

This should look something like this in each Key Stage:

<b>Key Stage 1</b>	<b>Key Stage 2</b>
<b>Daily:</b> Reading: 15 minutes Writing/spelling: 45 minutes Maths: 1 hour Topic including P.E. 1 ½ hours	<b>Daily:</b> Reading: 30 minutes Writing/spelling: 1 hour Maths: 1 ¼ hours (including Multiplication Tables & 99 Club practise) Topic including P.E. 2 hours

## **Accessing remote education**

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

#### **Please go to our school website/Curriculum/Remote Learning**

Here, you will find our Maths, English and Foundation Subjects, Science and R.E. Remote Learning Overviews, which outline the resources and websites we will using to deliver remote learning.

In addition, parents/carers will be emailed a detailed weekly Remote Learning plan for each child in a different year group.

### **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. Parents and carers having any difficulties accessing our remote learning should contact their class teacher, the Head of School or Executive Head teacher so we can arrange appropriate support to enable all pupils access to the remote learning.

### **How will my child be taught remotely?**

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

Parents/carers will be emailed a detailed weekly Remote Learning plan for each child in a different year group.

Maths, English and Foundation Subjects, Science and R.E. Remote Learning Overviews outline the main resources and websites we will using to deliver remote learning.

Teachers will also record lessons and share videos with parents to deliver and support the lessons on the weekly Remote Learning plan for each year group.

In addition, from Term 4 we will be setting assignments on Google Classroom, as well as using the stream to set whole class questions which pupils can then post comments on.

From Term 4 we will use Google Meet for each class to have a live session with their teacher once each week – there is a timetable for each year group to do this – parents will be informed of the time for their child. Year groups have been timetabled separately to reduce pressure on electronic devices for families with children in more than one year group.

**Reception:** The Reception Curriculum news letter outlining topics and learning content is emailed to parents at the beginning of each term

Parent/ Carers receive a weekly differentiated plan which supports their child's individual learning needs

Parents join a 'closed' Reception Face Book page; lessons and activities are regularly uploaded to support weekly learning. For those families who do not use Face Book, they are sent an email which includes videos, to support their child's learning.

Activities to support learning are designed to require minimal use of technology and where appropriate alternatives are offered as suggestions.

## 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 expect children to make a good attempt at the daily learning set by the teacher – and to seek support if they are having problems accessing the learning e.g. technical problems, issues with passwords or difficulty understanding a task set.

Depending on the age and ability of the child, there is an expectation that parents will provide some support with the home learning and also that some work will be carried out independently.

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

Teachers who are responsible for setting and marking remote learning are monitoring pupil engagement. If there are concerns around how well the learning is being accessed, the family will be contacted in one of the following ways:

- Initially by email from the teacher to identify why work is not being accessed and whether any support can be put in place to support that pupil if there is an ongoing issue.
- By phone by the teacher if a more in depth discussion is required to resolve the issue.
- Being contacted by a member of our staff welfare team or DSL as appropriate if a significant issue is identified and requires a more significant response to address

## **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:

There is ongoing daily monitoring of Purple Mash and Google Classroom etc. to ensure the learning is being accessed and teachers will feedback on work submitted and respond to comments by pupils.

### **Reception:**

Regular contact with parents / Carers via email, Face Book and telephone

Families send their children's work including photos to Teacher/s and these are printed out and put into their school workbooks.

Good teacher communication ensures instant feedback and praise during school time. This also includes children accessing Mini Mash and Bug Club.

## **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:

We offer the following to support SEND pupils at home:

- differentiated work by the school teacher
- speech support home programme, including calls home if requested
- language support home programme, including calls home if requested
- sensory circuits guidance
- jump ahead support home programme

We are about to launch the Nesy programme for reading and spelling support.

### **Remote education for self-isolating pupils**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely 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 a pupil is waiting for the result of a Covid test Children will access their learning on Purple Mash and Bug Club.

If they need to self-isolate for 10 days Remote Learning will then be set by the class teacher in the ways outlined in our Remote Learning information on our school website.