

# **GONERBY HILL FOOT PRIMARY SCHOOL**

## **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?**

Our contingency planning aims to provide a seamless transition into home learning however it may be that whilst devices are shared with parents some paper based activities are used. It may be that whilst learning is shared a parent is asked to prioritise reading and use online maths resources such as 'Times Table Rockstars, Mathletics and Active learn as well as other web based activities the children are familiar with.

## 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. Links are sent home for video teaching if they are needed and any sheets that might be needed to accompany the task will also be sent home.
- 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, in school we still have access to PE specialist teachers and as such school-based pupils will get PE with a member of their team. We will offer a wide variety of PE provision to match this, including online sessions through our PE provider.

## 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:

Key Stage 1	<p>The Government is expecting us to provide 3 hours of home learning. Using our Teams platform, we check in and out with the pupils twice daily as well as delivering live daily phonics to Reception and Year 1 pupils.</p> <p>There will be a weekly timetable sent by Sunday evening for the week and Tapestry and Dojo are used in addition to Teams to collect work from pupils. Staff will give feedback via the platforms work is submitted on and also via live sessions. Intervention sessions will be held for individual and small groups of pupils led by TAs. Maths and English activities will be offered daily as well as keep fit/ wellbeing activities. All curriculum areas will be covered over time.</p> <p>Collective Worship will be available pre-recorded on a regular basis.</p>
Key Stage 2	<p>The Government is expecting us to provide 4 hours of home learning. Using our Teams platform, we check in and out with the pupils daily. There will be a weekly</p>

	<p>timetable sent by Sunday evening for the week and Dojo is used in addition to Teams to collect work from pupils. Staff will give feedback via the platforms work is submitted on and also via live sessions. Intervention sessions will be held for individual and small groups of pupils led by TAs. Maths and English activities will be offered daily as well as keep fit/ wellbeing activities. All curriculum areas will be covered over time. Once a routine has been established we may look to increase the amount of contact for Y5/6 if we feel it is beneficial.</p> <p>Collective Worship will be available pre-recorded on a regular basis.</p>
--	---

## **Accessing remote education**

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

The main learning platform will be Teams, however as we are already well established with our use of Tapestry and Dojo we will continue to use those to support engagement and pupil interaction as well as offer options for parents if needed.

### **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:

We are able to offer pupils a loan of either a laptop or ipad if needed. We have accessed the scheme that network providers have offered to increase data for family at homes.

We will ask parents to sign a lending agreement before taking a machine.

If families have no access to internet we will consider whether to offer paper-based learning or offer the child a place in school.

Paper is available to collect from the school office and if work needs to be dropped off that can be arranged.

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

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

Live teaching and check in sessions at least twice daily, recorded so that it can be accessed at a later date if needed.

Recorded teaching from a variety of sources, including Oak Academy – links will be provided.

Exercise books for pupils to record their written work in.

Reading books from school if an individual child needs a paper based resource. Otherwise, the majority of pupils will use 'Active Learn' which is a web based resource that contains books for the child's reading level and questions to check their level of understanding.

Websites which we have subscriptions for such as Rock Star maths, mathletics, active learn.

## **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 would like all pupils to access the morning and afternoon live sessions and complete the tasks set by their teacher. We fully understand however that it might not always be possible which is why we record the sessions. We do expect parents to get in touch with us to let us know if their child we not be accessing home learning for whatever reason so that we can work together to ensure that we support both the child and the family. Expectations about which pieces of work need submitting are highlighted on the weekly plans.

We ask that parents sign and follow our remote learning agreement and ensure that they support their child to be able to access learning through setting routines and giving help where possible. We appreciate that for working parents this is a challenge and will continue to work with families to find solutions that support everyone.

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

An informal register will be taken at all live sessions, pupils who have informed teachers they will not be present will be marked as A 'agreed absent'. Teachers will use the register to mark off work they have received. If gaps or absences are noticed then teachers, in the first instance, will contact parents to offer support on how we can work together to engage the pupil in learning. Parents will initially be contacted via dojo but phone calls and Teams calls may be used if needed. A letter will be sent to any families who have not responded to Dojo messages or phone calls asking them to get in touch.

### **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:

Feedback will be given in a variety of ways, sometimes written through one of the platforms already mentioned, sometimes during live chats. This may contain praise for the work, something for them to work on further or a question to deepen their learning. Sometimes intervention sessions will be set in small groups which will enable more detailed responses to be given.

In addition to this, teachers will use quizzes and games as well as pupil responses in live sessions to check pupils understanding of the learning.

Pupils will receive feedback as promptly as possible bearing in mind sometimes teachers will be looking after critical worker and vulnerable pupils in school.

## **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:

- For pupils who have an EHC Plan, children are offered and receive daily sessions on teams for individual teaching and support from their Teaching Assistant.
- Regular intervention sessions are held on Teams to support pupils with SEND.
- Different expectations are shared with families who are supporting learning at home.
- Individual timetables are provided if required, to pupils who have specific individual targets which need working on.
- If an individual child requires resources to help them with their learning, we will organise this.
- Regular contact and check in with families offering support and guidance.
- For pupils who are in the early years, individual support, guidance and feedback is given through private messages on Class Dojo and observation feedback on Tapestry.

## **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?**

In this section, we set out briefly the main differences between the approaches described in the rest of this template and those taken to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.

In preparation for this, teachers have created a parallel timetable for their daily lessons which enable to smooth transition to home learning if necessary.

Depending on what time of day we find out about a child self-isolating as well as how well/poorly they are, we will send out work within 24 hours of contact,