



Remote Learning Guide for Parents

Aims of this Guide

- To outline our approach for pupils who will not be attending school, as a result of government guidance or the closure of a class bubble.
- Set out expectations for all members of the school community with regards to remote learning that conforms to our safeguarding procedures.
- To answer frequently asked questions (see appendix 1)
- To share latest guidance from the DFE (see appendix 2)

Learnings from previous remote learning

At the end of the summer term, the Governing Body conducted a survey that provided feedback on how families had managed with the school's educational offer during the first lockdown and partial re-opening. It took into account family circumstances, personal experiences and what the school could do better in the event of another period of school closure. In addition we received feedback collectively from a small group of parents and from individual families and all of this has been taken into consideration. Staff also fed back on their experience.

As a result of all of the feedback, we have kept many of the elements that worked well, such as flexibility around when children access their learning, and also sought to improve our offer by addressing these specific concerns:

- Ensuring more “**face to face**” contact between pupils at home and their teachers (through virtual means)
- Improved communication from teachers on **how** to do and submit work set on Google Classroom
- Acknowledgement **that access** to digital devices may be limited, therefore flexibility needed in terms of how to set, complete and submit work.

Our Offer:

When planning our remote offer, we have to take into account a number of things:

- Whether it is an individual, bubble or whole school isolating.
- The availability of the teaching staff during the school day (particularly if it is an individual isolating in which case their teacher is still needed in the classroom)
- The availability of technology to those isolating and to staff.
- What is appropriate for home learners to access – to ensure safeguarding of all pupils and staff

Remote Learning for individual children who are required to self-isolate (and who are fit and well).

If your child is required to self-isolate, e.g. if a family member or close contact has tested positive, they could be off school for up to 14 days.

In this case, teachers have provided a **2 week remote learning schedule (see below for a different approach for EYFS)** that we will email to you. Each phase is different, but the schedule will include links to online activities, videos and worksheets. The majority of the lessons are provided by the Oak National Academy. The online school has been set up by more than 40 teachers and is funded by the Department of Education to provide video lessons for students, with each lesson coming with a corresponding quiz and worksheet. Children are encouraged to keep in touch with us while they are off and to send in work completed. Please note that teachers may not be able to look at this until the end of the day. Your child will be invited for some face to face contact during their period of isolation. If they are not comfortable or able to take part, please let us know. The teachers will make every effort to include them in some live sessions going on in the classroom e.g. story time– children can do this by using the Google Meet facility on the Google Classroom. We are also happy to phone home and speak to you or your child, if you like – just let us know.

Summary of offer:

	FS	KS1	KS2
What work will be set?	<p>Teachers will email appropriate work to parents/carers – this will focus on early reading and number.</p> <p>Google Classroom will be used as a platform to communicate with parents and carers.</p>	<ul style="list-style-type: none"> • A 2-weekly stand-alone timetable will be offered complete with links to appropriate websites that include video explanations. • Phonics will follow class timetable. • 1 of the set activities should be submitted on Class Work on Google Classroom. 	<ul style="list-style-type: none"> • A 2-weekly stand-alone timetable will be offered complete with links to appropriate websites that include video explanations. • 2 of the set activities to be submitted per day on Class Work on Google Classroom.
		<ul style="list-style-type: none"> • The National (Oak) Academy, BBC and NCETM sites will be used as appropriate. • We also encourage families to access our Home Learning page on our website, where they will find a range of different resources to keep supporting children’s learning. 	
Contact with school	<ul style="list-style-type: none"> • School to check in with parents/child at least twice in a 2 week period with a phone call/email. • If your child wants to/is able to, they should be invited to take part in a live video call via Google Meet with class (for example hear a story time or just to catch up on what class have been doing or other appropriate activity) 		
Feedback on work completed	Any work sent in to be given feedback on within 3 school days.		

Remote Learning should a whole class or bubble need to self-isolate

If the whole class is required to self-isolate, e.g. if there is a positive case in school, then their education will continue through the platform of Google Classroom. We conducted a survey earlier in the term and over 80% of respondents stated they have access to technology. If your family circumstances mean that you are unable to use technology at home, please let us know. If it is possible to do so we may be able to loan equipment or we will provide paper resources.

Class teachers (unless ill -in which case a substitute/familiar teacher) will be available on Google Meet at various slots during the first hour of the morning to check in with pupils. In this slot they will register who they have spoken to and give an outline of the day's learning which may include a second live session at a later time in the day. Pupils will not be expected to stay online for the whole hour – just have a brief check in and listen to the outline of the day. If siblings have to share equipment, this hour slot will allow pupils to check in with different teachers at different times. This slot also gives pupils the chance to message the teacher about any individual concerns. The teacher will be available to message throughout the school day (9-3:30) with the exception of 1 afternoon per week where they have statutory dedicated planning and preparation time. Lessons will be pre-recorded so they can be watched at any time to suit families. This will be primarily using Loom, so children will see their teacher, or another teacher from the phase, teaching the lesson. There may be pauses etc for children to complete parts on paper/in books. Teachers will commit to a minimum of two “live sessions” a week of a pastoral nature where children will be invited to take part.

Summary of offer:

	FS	KS1	KS2
What work will be set?	<p>FS Teachers to be on Google Meet at various slots between 9-10am when they will greet the children and explain to families about the daily expectations.</p> <ul style="list-style-type: none"> Daily work should consist of similar tasks to what would have been set if school-based learning were possible. Resources can be posted in the Google Stream to support learning. 	<ul style="list-style-type: none"> KS1 & KS2 Teachers will be live on Google classroom at various slots between 9-10am every morning. Daily work should consist of similar tasks to what would have been set if school-based. Where appropriate (by age group) children will be asked to submit at least one piece of work (2 in KS2) a day that will receive feedback from the class teacher. This may take the form of a whole class feedback which is normal practice. For some pieces of work teachers will differentiate so that all children can access and be suitably challenged. If possible, KS2 children will be issued with a Home School workbook that they can use to complete set tasks in that are not possible to be completed online – photos of this work can be submitted as evidence. Learning which requires families to print resources should be avoided where possible. 	
Contact with school	<ul style="list-style-type: none"> Daily morning check in via Google Meet Teachers to arrange at least 2 sessions per week via Google Meet that children can have the option to join (we will make both sessions different times in case some families can't make a particular time) These should be pastoral activities, such as reading a story to the class, an Art of Brilliance Activity, Show and Tell or similar or a marking session. 		

	<ul style="list-style-type: none"> ● Teachers will keep a track of who has engaged with remote learning. ● Teachers will commit to contacting any pupils that they have not heard from after 3 school days. ● NB: Teachers to have half day PPA – this time will be communicated to parents so they are aware that teachers are not available to contact.
Feedback on work completed.	<ul style="list-style-type: none"> ● Teachers to give feedback on work submitted within 2 school days – this may be whole class feedback. ● Teachers may want to have a ‘live’ marking on some work set – this could be one of the 2 live sessions per week and can be recorded in case children can’t attend but want to watch later.

Whole School Closure

It is very unlikely that the whole school will close (like in March 2020) again according to Government statements.

If the school were to close again, we will aim to be open for children of key workers and those deemed to be vulnerable. These “childcare bubbles” will be managed by our Teaching Assistants and Senior Leaders so that class teachers are able to teach their own classes remotely wherever possible subject to their own personal circumstances.

Children who are in school will be able to access the Google Classrooms in school and work will be supervised by staff in school.

Appendix 1

Frequently Asked Questions

1. My child is ill; do they have to access the remote learning package?

- No we would not expect this.

2. How do we submit work?

On Google Classroom, work can be posted in different ways:

- a) Via the Class Stream – note this makes it visible to all . Here you can attach a photo or a file to show the teacher.
- b) Submitted privately to the teacher in the Classwork tab. When a teacher sets a piece of work it will appear in the Classwork tab at the top of the Google Classroom. In most cases children will be able to complete their work on a prepared and attached Google Doc (an online document that saves automatically) – once completed this is then submitted by clicking on the “turn in” button. Your child will know if they have been set work because when they log on to the classroom there will be a notification which may include a due date. We will provide an information video for this.
- c) Other work might be better done on paper or in a work book. We would not expect this work to be submitted but if your child would like feedback, they can always take a picture and email it to the class teacher (via the office) or discuss it in live feedback sessions if they are available.

3. We don't have a printer at home so will find it hard to print out worksheets etc.

We won't expect you to print out any worksheets. All work can either be done on plain paper or on a Google Doc. If however we do feel your child may benefit from a paper resource or you are unable to access online resources, we can post you one if needed.

4. How long would children have to stay at home?

Unless we have another full school closure like the first lockdown (extremely unlikely) we would anticipate a bubble closing for no more than 2 school weeks.

5. Will it be my child's class teacher setting the work?

If a bubble is isolating then the class teacher would also be isolating and unless ill, should be teaching remotely. In some circumstances (such as parental commitments) the class teacher may not be available for all of the school day. In this case, one of the other teachers in the setting/phase may take responsibility for setting the work and contacting pupils.

6. Why can't we have live lessons all day?

We do not want to put any pressure on families or staff to have to commit to being online throughout the day; many of our families are sharing technology within the household and have told us they find this a big challenge. We have therefore adopted a more flexible approach that includes elements of live contact as well as recorded sessions that families can access when it is convenient for their circumstances and it reduces screen time. From feedback received, we are aware that some children do not enjoy taking part in live face to face sessions . We will support these families through phone calls

7. Will my child be able to access and complete the work independently?

Teachers will aim to provide learning that replicates expectations in class. These expectations will be explained in the introduction to the lessons or in the morning video briefing. However, we recognise that children will not be in their usual classroom environment and that learning behaviour at home could be very different to that at school. Younger children will need more support that they would in school due to the different environment. If you or your child feel that the learning provided is not appropriate, please contact the class teacher through Google Classroom or the school office for clarification or adjustment, if appropriate.

8. What happens if my child doesn't check in with their teacher or complete the work?

As already mentioned, we do not want to put any pressure on families and well-being must always come first. We will check in with families that we have not had any contact with to see how we are able to support them.

Appendix 2

Latest DfE Guidance (as at 3.12.2020)

Remote education expectations

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. All pupils not physically unwell with coronavirus (COVID-19) but who are at home as a result of coronavirus (COVID-19) should have access to remote education by the next school day. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong offer in place for remote education provision.

DfE understands that, thanks to the dedication of teachers and school leaders, the vast majority of schools are already delivering remote education when it is needed and continually improving their provision in line with expectations and emerging best practice. Schools should be aware that any DfE and Ofsted engagement concerning remote provision will always take into account the circumstances of the school and its pupils, including staff absences related to coronavirus (COVID-19).

Note that the expectations set out in this guidance are for schools rather than for individual teachers.

In developing their remote education, we expect schools to:

- *teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject*
- *use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations*
- *give access to high quality remote education resources*
- *select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use*
- *provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access*
- *recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs*

When teaching pupils remotely, we expect schools to:

- *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- *set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:*
 - *primary: 3 hours a day, on average, across the school cohort*
 - *secondary: 4 hours a day, with more for pupils working towards formal qualifications this year*
- *provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos*
- *have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern*
- *gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate*
- *enable 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*

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.