



# **Information about remote learning at Goat Lees Primary School**

**20/01/2021**

**Version 1**

## **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?**

We have provided all children with a maths workbook to use at home. In Year 5 and 6, there is also a grammar, punctuation and spelling workbook. All children have access to Google Classroom and there will be at least two lessons/activities posted on there for your children to complete.

#### **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 certain subjects. For example, rather than using resources and equipment for Science lessons, we might put up videos to show the experiment in action. For PE, we will direct you to some exercises you can do at home or towards online videos such as Joe Wicks. For art, we will try to include lessons using resources you may have at home. In some cases, we might be able to provide some resources for you if you contact the school office or use the class specific email address.

### **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:

EYFS and Key Stage 1	3 hours
Key Stage 2	4 hours

## Accessing remote education

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

We are currently using the following platforms:

Google Classroom

Purple Mash

Spelling Shed

Language Angels (KS2)

### 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 have some laptops available for loan whilst the children are at home. Please contact Mrs de Roeck or the school office to discuss this.
- Parents are advised to contact the school office to discuss the best way of accessing further capacity for broadband or data if this is causing an issue for remote learning. In some cases, parents/carers may be able to resolve this by contacting their provider directly and requesting a short term increase in data capacity.
- If you are having difficulty in accessing remote learning, we can provide some printed materials to work through at home. Please contact your class teacher on the class email. We are able to provide some Maths, English and Topic packs but these may not directly correspond with all of the lessons being set on line although they will broadly cover the subject areas.
- If your child is not accessing learning online, work can be submitted via the class email or put in the work box in the main reception area at school.

## How will my child be taught remotely?

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

- Live teaching (online lessons).
- Recorded teaching (e.g. Oak National Academy lessons, White Rose Maths, video/audio recordings made by the teachers at Goat Lees).
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Math workbooks which the children already have at home.
- Reading books pupils have at home. EYFS and KS1 have weekly opportunities to change their reading books at the school office. KS2 are offered library appointments so they can also change their reading books.
- Signposted commercially available websites supporting the teaching of specific subjects or areas, such as BBC Bitesize, Teach Your Monster to Read and CBeebies.

## 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?**

- Ensure your child engages with learning on a daily basis.
- If your child, or a member of your family is ill and this disrupts their remote learning, please contact the class teacher via the class email so we know their learning may be interrupted.
- Try to set up a routine with your child following the timetable suggested on the Google Classroom page.
- During live lessons in particular, ensure your child follows the same learning expectations as they would do in school.
- Provide support for your child in the technical aspect of setting up Google Classroom for the day.

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

- We keep daily records for the number of lessons the children engage with.
- Where engagement is a concern, we will initially make phone calls home to speak to both the parents and the child. If we are unable to contact you, we will send you a letter and may make a home visit.

## **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:

- Each piece of work will be checked/marked.
- On some occasions your child will be asked to edit and improve their work which will be returned to them. They will then need to resubmit it.

## **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:

- Regular contact from the SENCo, class teacher and/or the school Family Liaison Officer to offer advice and support.
- Access to online learning that has been set for other year groups where appropriate.
- Paper based activity packs can be provided to those in younger year groups who may find accessing online learning a challenge or not appropriate for age/stage.
- Supporting liaisons between home and Speech and Language therapy.
- Facilitating zoom meetings with external agencies where appropriate e.g. play therapy or speech and language.
- Continued support from SENCo with regards to applications and filling in forms for health referrals.

## 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?**

### EYFS

- Weekly activities for Maths and English will be set on Google Classroom (minimum of 3 maths and 3 English activities per week).
- Parents will be able to upload images/work completed for teachers via Google Classroom or email to the class email address.
- Children will have access to Spelling Shed (as directed by teacher)

### Yr 1&2

- Selected Maths workbook pages will be emailed to parents via the class email address weekly. Maths work books have answers in the back to allow for marking at home (3 activities per week).
- Selected English activities will be emailed to parents via class the email address weekly (3 activities per week)
- Children can continue to access Spelling Shed.
- Children can complete and access independent activities on Purple Mash.
- The homework menu/grid will signpost additional activities.
- Children can access their 'Teach my Monster to Read' accounts (Phonics)

### **Year 3/4**

Children are to access Google Classroom activities regularly during the week. Teachers will direct children to set pages in their Maths workbook and set appropriate English activities. (minimum of 3 Maths and 3 English activities per week).

- If appropriate, the class teacher may upload additional lessons and activities to Google Classroom for children to complete and hand in.
- Children can continue to access Spelling Shed.
- Children can complete and access independent activities on Purple Mash.
- A weekly reading activity will be set on Purple Mash
- The homework menu/grid will signpost additional activities.
- Children can leave private comments on assignments within Google Classroom.

### **Year 5/6**

- Children are to access Google Classroom daily. Teachers will direct children to set pages in Maths workbook and SPaG workbook.
- If appropriate, the class teacher may upload additional lessons and activities to Google Classroom for children to complete and hand in.
- Children can continue to access Spelling Shed.
- Children can complete and access independent activities on Purple Mash.
- The homework menu/grid will signpost additional activities.
- 1-2 reading activities will be set on Purple Mash per week
- Children can leave private comments on assignments within Google Classroom.