

St. Gilbert of Sempringham Church of England Primary School and Nursery



Remote Learning Provision January 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 if 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?

Pupils should have a copy of their remote learning timetable and expectations which we will aim to send home on the first day of lockdown. For those pupils who are unable to access remote learning they will be provided with a work pack to follow independently or allocated a school place.

All families completed a survey in Sept 2020 to indicate access to devices and connectivity and accessibility to the internet. As a result of which children and families identified as potentially having issues with remote learning have been sent home an 'emergency work pack' to be accessed in the first day or two whilst further resources can be sourced. All pupils have been sent home with an exercise book to record work in (as required) during a period of remote access learning.

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 aim to teach the same curriculum remotely as we do in school. We will endeavour to ensure that we provide the necessary physical resources to any pupils that require them. This will cover both core subjects like Maths and English as well as the wider curriculum sometime referred to as 'Topic'.

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:

Primary school-aged pupils: At least 3 hours for KS1 and 4 hours for KS2.

All remote learning times include the time taken to deliver the lesson (videos and sway etc.) and for the child to complete their independent work to the highest standard possible with editing and improvements. When children submit work to the teacher the staff will be able to mark and provide feedback which may include response marking where children are expected to improve and resubmit.

The handing in of work informs the teacher of all sorts of information and supports them in adapting and tailoring learning to your child's specific needs. The more you communicate with your teachers the easier it will be for them to adapt and provide challenge for your child's learning. Parents please encourage children to review, edit and improve their work, as they would be expected to in school.

See remote Learning Flow Charts for guidance

- 1) Blended Learning for individuals or groups of children absent from school
- 2) Whole class or bubble remote learning

Orange Tips (Reception) and Nursery

- Work posted via Dojo and Tapestry daily by the latest 8am please remember to check each day.
- Daily Story time posted by video link.
- Daily Brain Break and Funky Fingers posted by video link.
- Remember to post your learning on Tapestry or Dojo.

Lesson 1 (1 hour)	Break	Lesson 2 (1 hour)	Lunch	Lesson 3 (1 hour)	Outside time
Maths		Phonics		Topic	

Teachers will ensure there is coverage throughout each school week for all areas of the EFYS curriculum Understanding of the World (UW), Personal, social and Emotional Development (PSED) Expressive Arts and Design (EAD) Technology (Tech) Music, RE. We also strongly encourage children read or share a book daily. At school this would normally be reading to an adult asking questions and talking about the characters and plot etc. Story berries is a great resource for age appropriate reading materials <https://storyberries.com/>. Alternatively if you need reading material please contact school and we can support with this.

Marbled Whites (Year 1 and 2)

- Work posted via Teams daily by the latest 8am; please remember to check each day.
- Mondays and Thursday there are 'live' reading sessions with Miss Jones the class teacher; these provide opportunities for the class home learners and remote learners to touch base.
- Please remember to hand in your work via teams.
- Keep an eye on Dojo for 'optional extras' these are non-essential tasks.

Lesson 1 (1 hour)	Break	Lesson 2 (1 hour)	Lunch	Lesson 3 (1 hour)	Outside time
Maths		English/ Phonics		Topic	

Teachers will ensure there is coverage throughout each school week for topic lessons. There is ongoing access to Numbots to top up learning time if children finish their work. We also strongly encourage children read daily. At school this would normally be reading to an adult asking questions and talking about the characters and plot etc. Story berries is a great resource for age appropriate reading materials <https://storyberries.com/> . Alternatively if you need reading material please contact school and we can support with this.

Common Blues (Year 3 and 4)

- Work posted via Teams daily by approximately 8am please remember to check each day.
- Two live drop- in catch up sessions per week; one on a Tuesday and one on a Thursday the class teacher will also do a live read of the class text in these sessions.
- Please remember to hand in your work via teams.

Lesson 1 (1 hour)	Break	Lesson 2 (1 hour)	Lunch	Lesson 3 (1 hour)	Break	Lesson 4 (1 hour)
English		Maths		Topic e.g. Hist/Geog/Art/Music /RE/PSHE		Topic e.g. PE/ MFL/ Forest school/ computing

Teachers will ensure there is topic coverage throughout each school week. There is ongoing access to Duolingo and Timetables Rock Stars to top up learning time if children finish their work. We also strongly encourage children read daily. At school this would normally be approximately one 20 minute session as a minimum. If you need reading material please contact school and we can support with this.

Essex Skippers (Year 5 and 6)

- Work posted via Teams daily Maths and English posted in the morning by approximately 8am and topic posted at lunch between 12 and 1pm.
- 'Chat' is open all day via teams Mr Witham is bale to provide live responses to learner at home for essential teacher feedback as required.
- Please remember to hand in your work via teams.

Lesson 1 (1 hour)	Break	Lesson 2 (1 hour)	Lunch	Lesson 3 (1 hour)	Break	Lesson 4 (1 hour)
English		Maths		Topic e.g. Hist/Geog/Art/Music /RE/PSHE		Topic e.g. PE/ MFL/ Forest school/ computing

Teachers will ensure there is topic coverage throughout each school week. There is ongoing access to Duolingo and Timetables Rock Stars to top up learning time if children finish their work. We also strongly encourage children read daily. At school this would normally be approximately one 20 minute session as a minimum. If you need reading material please contact school and we can support with this.

Accessing remote education

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

You will complete the majority of lessons through Microsoft Teams if you are in the Essex Skippers, Common Blues and Marbled Whites. Orange Tips and Nursey learning will be shared on Dojo and Tapestry.

Videoed lessons will be provided we are not delivering live lessons due to connectivity and device sharing. Videos provide opportunity to have flexibility with play and pause and with the learning around each family's diverse needs. Links for the videos will be found in Teams and in Dojo and may use SWAY or Power Point videos for the ease of pausing and rewinding and replaying where necessary. Video lessons provided may not always be your child's class teacher delivering the teaching but they will be delivered by a qualified teacher and have been carefully selected and planned to meet the curriculum objectives the children are being taught both remotely and in school. Differentiation will be planned for so we can best meet the children's needs wherever they are learning.

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:

- For pupils without sufficient devices at home they can apply to the school to lend them something to help meet the family needs. Parents will be required to complete a loan agreement with the school and will be responsible for the security of the device whilst it is being borrowed.
- The school has also accessed some free data SIM cards. These are very limited therefore we will require parents to discuss their requirements outlining their position.
- We are currently exploring mechanisms for providing Wi-Fi access to homes that do not have access to the internet. Again please make us aware if this issue affects you.
- All pupils can access any printed materials needed if they do not have online access please contact the school to discuss your needs. These can be delivered or collected from school.
- Children can submit work by delivering it to school or handing it over for collection when the next pack is delivered. Parents can also photograph work and message it via Dojo, submit via TEAMS add on to Tapestry or email it to school.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- Live teaching, feedback and reading sessions (online lessons which can be accessed asynchronously)
- Recorded teaching; Recorded Power points available and distributed via TEAMS, Dojo or Tapestry
- Oak National Academy lessons, video/audio recordings made by teachers
- YouTube videos of teaching
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks and reading books pupils have at home
- TT Rock stars for learning of timetables
- Numbots for early maths concepts and number
- Duolingo (Modern Foreign Languages)

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?

- It is our expectation that all pupils access remote learning. We would ask parents to support their children to access the remote teaching videos wherever possible. If children are not able to access this we ask parents to contact school to discuss the barriers for engagement.
- It maybe parents wish to manage the timetable in an alternative order to enable them to access the videoed lessons please discuss with your class teacher so they are available to support appropriately.
- It is not acceptable for children not to access learning.
- Teachers are providing an equitable curriculum which ties into the schools medium and long term plan and will mean that children not engaging will miss aspects of learning that their peers are accessing. Therefore those not engaging will have gaps which will be challenging to manage on their return to school.

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

- We will check daily the work that children upload onto Teams, Dojo, Tapestry or email into school.
- If we cannot see the evidence that children are accessing the learning, we will call you to see what further support we are able to give. We will consider engagement on a weekly basis.

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:

- We will also feedback to the work children submit on Microsoft Teams, Dojo, Tapestry or email into school.
- We will contact parents via telephone weekly to provide feedback and offer pastoral and learning support and discuss engagement concerns.

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 will provide differentiated work in order to meet the needs of all pupils with SEND. Children with an EHCP will receive a phone call weekly from their 1:1 TA to offer additional support.
- We will consider which resources we are able to distribute to individuals in order to support SEND children in effectively learning at home.

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?

Remote learning is designed to align with the learning of those children in school. If your child is well enough to work it is expected that they will engage with the remote learning provided via Teams, Dojo and Tapestry as appropriate. If we return to face-to-face teaching and some pupils are forced to self-isolate we will provide work using a weekly timetable plan. In this way we will aim to ensure that gaps in knowledge are minimised.