



# Remote Education Provision at Godinton Primary School: Information for Parents

Updated January 2021

This information is intended to provide clarity and transparency to parents or carers about what to expect from remote education if entire cohorts (or bubbles) are required to remain at home due to Covid-19.

The scope of this document covers occasions when:

- Due to National or Local Restrictions, the school is only partially open to certain groups of pupils such as the children of critical workers or vulnerable pupils and where the rest of the children are required to work at home (page 2).
- The school is fully open, but a bubble is required to self-isolate due to a positive Covid case within the group (page 7).
- Individual pupils are self-isolating.

## **Situation 1**

**Due to National or Local Restrictions, the school is only partially open to certain groups of pupils such as the children of critical workers or vulnerable pupils and where the rest of the children are required to work at home.**

In the event that the school is required to close in these circumstances, remote learning will be made available to all pupils who are working at home. If the closure of the school has occurred at short notice, the learning tasks available on day one of two of this period will be different from our standard offer while we take all necessary actions to prepare for a longer period of remote teaching.

### **The remote curriculum: what is taught to pupils at home**

#### **What Can I expect to see on day one and two of a school closure period?**

In the event of a short notice school closure period, the children will be able to access the 'Base Camp' tasks specific to their year group. These cross curricular and revision activities are available on the year group remote learning pages of the school website and can be accessed from the main menu. They are always available and change every 6 weeks or sooner if required.

Alongside this, the children can engage in the following:

- Daily reading
- Practising of spelling and phonics
- Multiplication tables and number bond practice
- Use of Mathletics for activities to support learning in maths
- Completion of their Homework Trail activities which are also on the school website (see section – 'How Can I support my Child at Home')

If a longer notice period has been available, then the full remote learning offer will be available straight away.

#### **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, it is likely that we will need to make some adaptations in some subjects. For example in science, we may not be able to set practical tasks in the same way that we would be able to at

school as these may require more specialist equipment and in PE we will be unable to teach certain games or gymnastic skills. Alternative, suitable activities will be provided instead where similar objectives can be covered.

- We call our remote learning tasks, our ‘Unexpected Adventure Trails’ and these follow a similar approach to the ‘Learning Adventure Trail’ work which the children complete in school.

## **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:

Early Years Foundation Stage (Year R/ Reception)	2 hours a day across the cohort
Key Stage One (Years 1 and 2)	3 hours a day on average across the cohort, with less for younger children
Key Stage Two (Years 3–6)	4 hours a day

This is in line with the Government Guidance on remote learning expectations in the document, ‘Restricting Attendance during the National Lockdown: guidance for all schools in England’.

## **Accessing Remote Education**

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

Daily learning tasks will be uploaded to the relevant year group page on the school website by 4pm the day before. An overview sheet will be provided on website page, outlining the tasks for the day and the relevant links to task sheets, support materials and tutorials will be listed.

The school website address is:

[www.godinton.kent.sch.uk](http://www.godinton.kent.sch.uk)

Remote Learning pages for each year group can be found under the main menu.

Interactive sessions will be built into the timetable and will be delivered via

Zoom. A weekly timetable will be sent out to each year group on a Friday outlining the sessions for the week ahead. Access codes for the meeting will be sent to parents separately via ParentMail.

To log into the Zoom sessions, parents should follow the link below.

<https://zoom.us/join>

### **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:

- School laptops are available for loan to children. Parents should contact the school to receive details of a form that should be completed to register an interest in support with technology. Devices will be loaned on a priority basis with those children who don't have any devices at home, and then those with only access to a mobile phone, having highest priority. The school will assist parents in completing the form if required.
- Support can also be offered to assist families in connecting to the internet. The school is able to apply for an increase to a parents' mobile data allowance where there is no fixed broadband / WiFi in the house. Parents should contact the school if they would like to request this. The school also has a small number of 4G routers that can also be loaned to parents.
- Parents are asked to sign a user agreement prior to the loan of school IT equipment and to read the DfE privacy notice before a mobile data allowance can be applied for.
- No tasks set for the children require printing. Where parents feel that printed materials would be of benefit for the children, this can be discussed and where appropriate printed packs can be provided by the school.
- If children are unable to send their work digitally to their teacher, then paper copies of tasks or their workbooks can be returned to school. This arrangement can be discussed with class teachers.

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

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

- Lesson introductions will be provided for the children to help explain the learning required in the lesson. This may be a pre-recorded video clip prepared by the teacher, a video teaching input from another source e.g. White Rose Maths, Oak National Academy or BBC Bitesize, or a pre-prepared flipchart, PowerPoint or support sheet.
- Live, interactive teaching sessions will also be offered to each year group. The number of sessions offered each week will vary across year groups and will be dependent on the objectives to be covered. Live sessions are likely to prove most useful to deliver new content and to check on understanding and clarify misunderstandings.
- Teachers will use their judgement to select the most appropriate means of delivery for each session, ensuring that a suitable balance of different lesson introductions are provided over the course of a week.
- Daily tasks will be set, where children are able to work independently, putting into practice the skills and knowledge they have been taught. These are listed on the year group specific, remote learning page of the school website. Maths and English based tasks will be set every day and this will be supplemented by additional curriculum content. Some tasks will be differentiated to address the differing needs of children within the class.
- Children should complete their work in the exercise books provided by the school.

## 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 appreciate that every family will be experiencing different challenges at this time. Some parents will be juggling working from home alongside supporting their child's learning. We are grateful for the support that our parents provide for their children and would encourage anyone who is struggling to get in touch. We are here to support.

We expect all children to engage in remote learning every day, to do their best to attend any interactive sessions offered and to complete the tasks set by their teachers. If not all work can be completed, then maths and English tasks should be prioritised. Teachers will include lots of opportunities for children to work independently and this will increase in older year groups.

If parents want further advice on how to support their child's learning at home, we would ask that they contact their child's teacher using the year group emails. Our teaching teams will be happy to assist.

We would encourage all families to set up daily routines, around work and family commitments, where remote learning is incorporated. Breaks away from remote learning tasks can be incorporated into this routine and opportunities for exercise and fresh air breaks are encouraged. The balance of lesson introductions we would offer in this situation, mean that families have some flexibilities to set up routines that suit them best. Pre-recorded introductions for example can be viewed at any time and as many times as needed. Our Family Liaison Officer, is able to offer further advice on strategies that might assist in supporting families with routines and motivation strategies.

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

We ask that parents submit photos or scanned images of their child's work to the year group email accounts on a regular basis throughout the week. Teachers keep a record of engagement in which they identify whether the children are completing the tasks set for them and attending the interactive sessions offered.

If we don't see your child at the interactive sessions and if we aren't seeing the regular submission of some work from your child, a member of our staff will get in touch to discuss any further support that might be beneficial and how we can support your child in overcoming any barriers that might be hindering their engagement.

### **How will you assess my child's work and progress?**

By sending images of your child's work into school we can have a look at how your child is getting on and offer the best support and guidance. Teachers will provide individual feedback about their work – celebrating what they have done well and addressing any misconceptions or areas for improvement. This will help to steer future work set for them.

In the interactive sessions, teachers will gain an idea of the children's understanding through their participation in the sessions and the subsequent work completed.

Teachers will also provide general group feedback two to three times a week and this will be uploaded to the website.

## **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 children, for example some children 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 some pupils, individualised tasks will be set which are specifically tailored towards the children's needs.
- Additional interactive 1:1 or small group sessions may be arranged to support additional needs. These sessions may be led by a teacher, teaching assistant or tutor and would be conducted via **Zoom**.

### **Situation 2**

**The school is fully open, but a bubble is required to self-isolate due to a positive Covid case within the group**

Remote learning will be set in the same way as described in situation 1.

### **Situation 3**

**Individual pupils are self-isolating.**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will differ from the approach



for whole groups as outlined above. This is due to the challenges of teaching pupils both at home and in school and the circumstances in which the child is self-isolating.

**If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

Situation in which a child is absent from school	When will work be set?	What work will be set?	How will work be set? Who will set work?	How will feedback be given and with what frequency? Who will give feedback?
<p><b>Scenario 1</b> Child has Covid symptoms and is awaiting testing but in ordinary circumstances, would be well enough to attend school. Rest of the class is attending school.</p>	Personalised tasks will be sent home by the class teacher as soon as possible.	<p>Maths and Learning Adventure – this will be in line with work completed by the children at school.</p> <p>The children should also complete 20 minutes of the following each day: Reading Times tables or number bonds practice. Spelling Practice.</p> <p>Children may also engage with Base Camp tasks on their year group remote learning page on the school website.</p>	<p>Teachers will telephone parents to discuss how work will be sent home. In most cases, an email will be sent via the year group email account with work attached.</p> <p>Teachers will explain that this is work for the child to complete once they are well enough to do so. The email will ask parents to get in touch for further instruction or explanation in the event that the children are unsure about what to do.</p>	<p>Parents will be asked to send photos of work completed in to the teachers for feedback Teachers will respond via email.</p> <p>Teachers will be pro-active in ensuring that feedback is provided to all pupils during this period.</p> <p>Communication with parents will be via the year group email accounts.</p>



Situation in which a child is absent from school	When will work be set?	What work will be set?	How will work be set? Who will set work?	How will feedback be given and with what frequency? Who will give feedback?
<b>Scenario 2</b> Child has Covid symptoms and is awaiting testing and in ordinary circumstances would be too unwell to attend school. Rest of the class is attending school.	Parents will be advised to contact the school when their child is well enough to engage in home learning. Work will then be set.	As scenario 1. However, children should only begin the work once they are well enough to do so.	Parents will be advised to contact the school when their child is well enough to engage in home learning. As scenario 1.	As scenario 1.
<b>Scenario 3</b> Child is well but is self-isolating as a member of their household is displaying symptoms and is awaiting testing or has a positive test result. Rest of the class is attending school.	Personalised tasks will be sent home by the class teacher as soon as possible.	As scenario 1.	As scenario 1.	As scenario 1.
If a child's parent is unwell, they may not be able to offer much support, if any to their child's learning. In this situation, parents should liaise with their child's teacher as to what might be manageable and when.				

If anyone requires further support in managing their child's remote learning, please contact the school for further help and assistance.