



**Information on our approach to
Remote Learning**

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 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?

During their initial stage of being educated remotely, your child's learning might look different from our standard, longer-term 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 initial period after pupils being sent home?

Pupils will have a full timetable of learning activities set by their class teacher. These activities will cover the range of curriculum areas normally taught in school and will be accessible via pupils' existing Google Classroom accounts. All pupils will be able to communicate with their teacher/s through Google Classroom and teachers will be on-hand throughout the school day to respond to questions and provide support.

Teachers will contact the parents or carers of all children in their classes, to provide support around the process of home learning and to answer any questions. Families who are unable to access Google Classroom at home will have paper copies of all learning activities provided.

Following the initial period of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

Wherever possible and appropriate, all pupils will be taught the same curriculum as they follow in school. The nature of the sequencing of lessons and the types of resources provided will be familiar to pupils, as they will mirror those used in school.

Where it is helpful to pupils and will further support remote learning, we will also use resources specifically designed for use at home. An example of this is providing pupils with access to interactive video lessons via Oak National Academy. (<https://www.thenational.academy/>)

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?

The majority of remote learning activities will be set and accessed via Google Classroom. Pupils will already be familiar with using this platform from previous periods of school closure and due to its previous incorporation into some in-school learning activities. In addition to the provision of learning resources, including videos designed to support progress, teachers will also host live learning sessions with their classes. Information for parents and pupils on how to access these sessions in a safe and appropriate manner has been shared separately.

Pupils will also be set learning activities via various online platforms. Comprehension and spelling tasks will be set on Lexia. Maths tasks will be set on Mathletics (www.mathletics.com) and Times Table Rock Stars (www.ttrockstars.com). As with Google Classroom, these are platforms that pupils are already familiar with.

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:

Teachers will stay in regular contact with all families, in order to help ensure they have a robust understanding of individual circumstances and will make certain that learning is accessible to all of our pupils. Where pupils are unable to adequately access remote learning, we will provide relevant support as detailed below:

Laptop Loan Scheme:

Where families require assistance due to a lack of adequate devices at home, we will lend them a school laptop. We have already contacted all of our families asking them to let us know if they require support in this area and have already lent many laptops to our families. In order to ensure that we remain able to lend devices to any family that needs one, we have also recently purchased a number of new laptops. Any parent/carer who still needs to borrow a laptop for their children should contact the school office (sbps_office@swale.at) and we will make arrangements to lend one to you. Where a family has no access to the internet in their home, we are also able to arrange the loan of a mobile router, allowing pupils access to internet based learning.

Hard Copies of Learning Resources:

Where needed, we will provide paper copies of learning resources to families. These can also be requested by contacting the school office. In addition, we have also purchased a range of CGP workbooks for every child in years one to six. The activities in these books will correspond with tasks set via Google Classroom, but can also be used by pupils without required continual access to the internet. Children in Early Years and Year 1 have been provided with a complete set of Read Write Inc Phonics cards to support their development of early reading. Teachers have provided videos together with written instructions for parents on how to use these resources to best effect.

In-School Provision for Vulnerable Children:

Children can become vulnerable for many reasons, and in some circumstances, we may be able to provide an in-school place to children who are unable to adequately access remote learning. For more information on in-school places for vulnerable children, please contact the school office who will arrange for a senior staff member to contact you to discuss your circumstances.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely and it is likely that they will continue to develop over time, in order to ensure the best possible provision for our pupils:

All pupils will be provided with a weekly overview of their learning activities, every Monday morning. Although this may resemble a regular school timetable, it is only a suggested routine for parents, as we recognise that individual families' circumstances will differ. All learning activities set should be completed within the week and submitted via Google Classroom by 3:30pm on a Friday.

As with their regular school day, pupils' suggested timetable will include daily lessons on reading, writing and English (including phonics for those pupils in Reception and Year One) and a range of lessons from other curriculum areas spread across the week. The timetable will also include physical education activities that will ensure children remain active during periods of self-isolation or school closure.

Teachers will provide pupils with all the instructions and resources necessary to successfully engage with their learning and will also host two live video meetings with children in year group every day. Typically, the sessions will take place at 9:30am and 1:30pm and will be accessible to all pupils via Google Meet links, which have been shared with parents and pupils.

During these sessions, teachers will explain how to successfully complete the set learning activities, answer pupils' questions and provide feedback on pupils' progress. Teachers will also be available to contact via Google Classroom throughout the school day to provide help and support. Some activities will involve pupils responding to tasks via online devices and some by recording in the provided workbooks.

Teachers will also provide video resources to support pupils' learning, including those produced by Oak National Academy and BBC Bitesize. As with their learning in-school, there will also be activities set that pupils will be expected to engage with independently. We will use the blended learning approach.

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?

Please ensure your children still have a routine close to the one they would have if they attended school. It is essential for all children that their long-term academic progress is not disproportionately affected by this period of school closure. Thus, we ask that parents continue to reinforce the importance of learning on their children and that they ensure that the expected engagement in remote learning takes place.

Parents should ensure that their children are logging in to Google Classroom on a daily basis and engaging with the activities set by their teacher. This includes the completion of tasks and engagement with live learning sessions. Where any parent requires support with any aspect of remote learning, they should contact the school office who will arrange for their child's teacher to contact them via telephone.

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

We closely monitor our pupils' engagement with remote learning, by measuring the frequency and quality of the work they submit and their attendance and engagement with live learning sessions.

Where there are any concerns over a pupils' engagement with remote learning, we will contact the parent/carer by telephone, to offer support and to agree a way forward.

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:

Teachers will continue to monitor and assess pupils' progress throughout this period of remote learning. They will do so by considering the quality of work submitted, the setting and assessment of quiz activities at the conclusion of sequences of learning and by using formative strategies during live learning sessions.

Pupils will continue to receive regular feedback on their work and progress, via written comments in Google Classroom and face-to-face during live learning sessions.

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 work closely with the families of pupils with additional needs. This will include weekly contact between the teacher and parents/carers and also regular contact with our SENCO. Children who may become vulnerable due to finding it particularly difficult to engage with remote learning, may be offered a place in our in-school provision, where they will have the support of a staff member with their learning. Children who have an Education, Health and Care Plan (EHCP) in place, will automatically be offered an in-school place.

Where there are pupils with additional needs which make it difficult for them to access remote learning, and whose parents/carers have declined to send them to our in-school provision, they will be offered additional support by their teacher and the SENCO. This could include being provided with alternative/additional learning resources and being invited to additional live learning sessions to provide additional help and support. We will also discuss with parents and carers how best they can support their children with 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?

Where there are individual instances of self-isolation, pupils will be set learning activities via Google Classroom, which will feature curriculum content that matches what they would have covered in school. Teachers will also keep in regular telephone contact with affected families to offer support and assistance and will provide feedback on learning via Google Classroom.