

Remote Education at Great Bridge Primary School



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 a significant amount of time.**

For details of what to expect where individual pupils are self-isolating due to a positive Covid-19 PCR test, please see the final section of this document.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

When school has received sufficient notice of a closure and that children are likely to require remote learning, teachers will plan a range of lessons. These will differ slightly for Key Stage 1 and 2 children.
Key Stage 1: Learning will often start with pre-recorded teaching content uploaded to the school YouTube Channel followed by an opportunity for children to complete follow-up work independently using work from printed work packs.
Key Stage 2: Tasks and video links to video teaching content and research information or activities will be uploaded on to Class Dojo daily.

To prepare remote learning of this nature is time-consuming and “sufficient notice” would be considered to be at least 2-3 days. This may seem like a long time but this must take into consideration the fact that teachers would still be teaching children during this period of notice and work packs must not only be created, they must also be duplicated, pre-recorded teaching videos must be planned and recorded.

When school has received insufficient notice of a closure i.e., only a day or two, then school may initiate an emergency closure for one day in order to make short term plans for remote learning. Initial remote learning for the first few days will focus on practising known skills rather than teaching new content. Whilst this remote learning content is worked on by children, teachers will prepare more comprehensive follow-on work that focuses on both new teaching and time to practise known skills.

If my child is home learning, will you provide live lessons throughout the day?

We do not provide live lessons on screen throughout a school day. We provide pre-recorded teaching videos via our YouTube channel or links to other teaching content such as Oak Academy to allow children chances to pause and replay sections of teaching as many times as they need to in order to develop secure understanding of key concepts. This also supports home learners who are sharing devices with siblings.

We are also mindful of how screen time for children and the adults teaching them should be limited to only a portion of each day. Staring at a screen all day can become relentless; our home learning includes some screen time via the pre-recorded teaching videos and some zoom meetings with teachers to discuss the work children have completed after they have watched the pre-recorded teaching video. The zoom meetings will also address learning issues and move learning forward as appropriate. Children may also visit websites such as Times Tables Rockstars, Prodigy or Spelling Shed. However, children will also spend time every day away from a screen, completing written, paper-based home learning packs that have been provided or completing revision work from published textbooks (Year 6). We hope our approach provides a good balance between screen time and time away from visual devices.

The style of remote learning provided at GBPS is referred to by Ofsted as “flipped learning” and is a strongly recommended format for remote education.

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 some subjects. For example, it may not have been possible to send home whole class reading texts for children in Key Stage 2.

More often, remote literacy work is based on shorter texts or excerpts only from a class text and copies of these will be uploaded on to Class Dojo (KS2) or sent home in work packs (KS1). Science experiments may not be possible as part of the remote offer and any such lessons will be included where possible (dependent on closure periods) into teaching when school reopens.

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:

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| Key Stage 1 | Approximately 3 hours per day. Reception children should also spend time playing, taking turns in a game, role playing etc. Year 1 and Year 2 children can also visit websites for skills development such as Spelling Shed, Phonics Play and Times Tables Rockstars. |
| Key Stage 2 | 4 hours per day. Children and adults should aim to work together to break this day down into manageable chunks of time. Timetables in each home learning pack will help this. Taking some form of exercise daily is also important. |

Accessing remote education

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

Pre-recorded teaching content is provided via the school YouTube channel – accessible via smart TV, PlayStations and other gaming console devices, mobile phones, tablets and laptops connected to the internet.

We know that children may share a device with siblings – by making the teaching content via pre-recorded video, they can be accessed any time and watched as often as is needed.

Teaching video content is linked to paper-based packs of work – tasks that enable children to develop new skills based on video content and apply these skills to problem solving. Paper-based sheets guide children to access appropriate video content.

Paper-based learning packs may also reference other online content available from a range of websites such as Oak National Academy. These links are optional.

Feedback is gathered via at least one weekly Zoom meeting with a teacher, a phone call or emails. This enables children and teachers to discuss completed work, share difficulties, teach to address difficulties and assess for next learning requirements.

Children from Y1-Y6 have passwords for Times Table Rockstars, Numbots and Spelling Shed. Children in Y4-6 will also have login details for ‘Prodigy’, a maths problem solving game.

All of your child’s login details should be glued in their reading record.

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:

- Laptops and iPads have been issued to many children to enable some online learning. Please let your child's teacher know if they do not have access to a device suitable for accessing Class Dojo,.
- A small number of wireless 4G routers were issued to school by the government – please let school know if you do not have any Wi-Fi connection.
- Children can submit a photo of their work back to their teacher via email for feedback or discuss it directly via a weekly zoom meeting.
- Children unable to access a Zoom meeting can receive a phone call from their teacher.
- Text messages are sent regularly to families asking what contact they would like.

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 hope all children are able to engage with the remote learning provided.

- The paper-based packs and associated videos are differentiated according to children's individual ability.
- The remote learning includes reading, writing, maths and some aspects of topic work; science, history, geography etc. We hope this variety keeps children interested during their learning days at home.
- Timetables within the remote learning packs give each child an indication of what they should try to complete each day.
- The paper-based packs and teaching videos enable children to complete much of their work independently. Younger children may well need help.
- To help children get the most from remote learning, it is most helpful if parents /carers can provide a routine for children so they know which part of the day they will be completing work. This is particularly important if they are sharing a device like an iPad. Having a quiet place to learning rather than with the TV on etc. can help too.
- Any issues, parents can always email teachers for guidance.

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

- Children are invited to regular zoom meetings. This is the preferred method of feedback for teachers and we have found that it has the most impact – children can see friends from their class and engage with their teacher, asking questions when needed.
- Those preferring to communicate via phone or email can do so directly with a teacher from their year group.
- **Any parent worried that their child is not engaging can contact a teacher directly. Teachers will always look at ways to reward a child for engaging. They will arrange individual zoom meetings if required to boost a child's confidence.**

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

Feedback can take many forms. For example, zoom group feedback, quizzes and emailed photos of completed work can help a teacher make judgments about what has been understood.

- Zoom meetings, phone calls and emails are an opportunity for teachers to hear from children how they are finding the work and any areas that are difficult. Children can receive house pence / stamps for good work, receive guidance and teaching on areas that have been difficult and teachers will make assessment judgments regarding what children have learnt and what learning is needed next.
- Whilst they are available to all children, attending a weekly zoom meeting is not obligatory.

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 including some 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:

- Home learning packs for SEND children are specifically designed to practise the skills as required on individual learning plans, related to EHCPs. They often include practical activities and learning resources to support children – resources that they are familiar with from their classroom. Children with EHCPs are encouraged to take a school place during lockdown but we understand why some families may hesitate to do this.
- Zoom meetings with known staff are available regularly for any EHCP children not attending school.
- Younger children – nursery and reception children often need plenty of play. The remote learning packs provided give guidance to parents and carers about these activities including how basic skills, language and counting can be developed through play.

Remote education for self-isolating pupils

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

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.

Paper-based learning packs can be sent home for children who are self-isolating for more than 1-2 days or activities will be uploaded onto Class Dojo.

It is not possible to provide home learning packs at very short notice – Parents are asked to allow teachers sufficient time to prepare something appropriate for individual children.

Zoom meetings are less likely to be available because teachers will be working full time in school with the remainder of the year group. Nonetheless, parents can contact school to raise queries or concerns about their child's learning and whenever possible, a teacher will respond and a member of school staff may be able to offer some live learning via video calls.

Parents are asked to contact school and provide an up-to-date email address for contact and remote learning to take place. If the email address you have given school in the past is no longer checked regularly, please provide school with an alternative.