

“Remote education” is a broad term referring to any learning that happens outside of the classroom, with the teacher is not physically present. As school we recognise the benefits and disadvantages with teaching in this way. The children themselves have shared this with us. One such example is that learning can happen at the pace that the individual child needs and if feeling distracted/unwell, they can take breaks at any time to accommodate these differences in attention spans. This is part of the reason we have also made the decision that instead of offering live Zoom lessons, we would provide a variety of learning resources, including instructional teaching videos from high quality sources, which can be paused or accessed at the time most convenient to families. To give feedback and support at the time most needed, which is different for all children, there is a live stream that runs throughout key parts of the school day, where staff and pupils can communicate. There is also a daily Google Meet session for each child, which allows for live face-to face contact. This is primarily a support for children’s social and emotional needs, an area that within a normal school situation is well met, but is more challenging when in a lockdown situation.

How will my child access the online remote learning provided by school?

The digital platform that school will use for remote online learning is **Google Classroom**. Children all have their own accounts and passwords, if they cannot remember their personal details, please contact school and we will share these details with you. This platform can be accessed using various devices including: laptops, PCs, i-pads, Xboxes and Play Stations.

How will my child be taught remotely?

Each Monday morning at 8am the work for the week is scheduled. There is a breakdown of what days each activity should be completed, which is especially important if children are accessing key worker provision in school for part of the week. We are aware that some children who are solely learning from home may not have access to devices throughout the week and if they progress through the weekly work at a different point, that is not a problem. Although the opportunities for daily face to face sessions on Google Meet with the teacher may be based around the work that was planned for that day.

How long should the work set take my child to complete?

Over the course of the day, the government guidelines state on average children in Key stage One (Years 1-2) should be learning remotely for 3 hours a day and Key Stage Two children (Years 3-6) should be working for 4 hours. There is no expectation that this is completed in one sitting. Children work at their own pace and if their concentration wavers, it is far better to have a focused 20 minutes and then a short break. School based lessons have several parts and children spend some time listening, working in pairs and independently and a similar approach may well work best at home too. There may be more distractions in the home, so please ensure that the quality of the task is what determines when an activity is over, not necessarily the amount of time they have spent on it.

What are the expectations for how much engagement my child has with their teacher?

Children are invited to a daily Google Meet session, which will last approximately 15 minutes. Children are encouraged to put comments on the live class stream throughout the day and to turn in at least one piece of work a day. We appreciate that because the Google meets are at fixed times each day, it may not always be possible for children to be on, especially if there is a demand in the household for the device or if the adult has their own working commitments at such times.

What are the expectations on parents in regard to how much support they need to give with home learning?

Teachers are currently aiming for children to be working on their home learning with some support. For example, junior children could be started on a task and then just have the task checked when they have finished. Infant children may need more support to complete and stay on task. For safeguarding reasons, we are asking parents/carers to be close by when children are participating in the Google Meets. We are trying to vary the tasks and activities to include videos which children of all ages should be able to access and watch more independently than other set tasks.

What subjects will be covered by remote learning?

English including Reading, Writing, Spelling and Grammar, Maths, Science, RE, PSHE, History or Geography, Art, Computing/Online safety, Music and PE are all covered by remote learning. Children will have a Maths and English lesson each day and two other foundation subjects that will rotate over the week(s). Children who are not using the online resources in Google Classroom, but instead using the home packs will have a variety of lessons and practical suggestions for subjects like PE and Art.

How will you check whether my child is engaging with their learning and how often will this happen?

At least one piece of work a day, set on Google Classroom, will need to be 'turned in'. This work may be returned to have another go if something is incomplete or inaccurate. Teachers will comment on 'turned in' work. Teachers and pupils will also discuss work throughout the school day on the Google Stream and in the daily Google Meets. Children may also post work and pictures on the Google Stream that they are particularly proud of. For children who are not able to access the online work or daily Meets, regular phone calls a few times a week, will help establish how well the home learning resources are being used.

How will you assess my child's progress with remote learning?

'Turned in' work will be assessed in an ongoing manner and future work will take this progress into consideration. Parents / carers can also email teachers privately to bring to the teachers' attention any concerns regarding their child's work or progress. Discussion on Google Meet over time will also inform teachers' assessment.

What support is there for families who may need assistance with data, in order to access aspects of online learning?

In early January school informed all parents/carers that if they needed additional support with accessing data for home devices there was a government scheme that school could apply to on their behalf. This would result then result in free additional data to access more online opportunities.

If my child is unwell or isolating for a period of time, are the expectations for how much work they do different from at times they are well?

Children who are unwell have no expectation from school of completing work missed unless they would like to catch up themselves – work 'due' is left open on Google Classroom for this reason.

What support is there for children who have little or no access to technology?

Children who have no access to technology are able to collect from school high quality published workbooks (with answers) in the three core subjects English, Maths and Science from Reception to Year 6. They will be directed to complete portions of work per day and can ring school at any time to speak to the class teachers in relation to this for any help that they may need. Additionally, in the pack there are creative activities in foundation subjects such as PE and Art, that do not require any online activity.