



Remote Learning Statement

Gateway Primary Academy

January 2021

INTENT

Remote Education Provision: Information for Parents and Carers.

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if 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 will look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. After that, we pupils will be expected to essentially follow their normal timetable.

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

This will depend upon their year group but most likely they will be issued with instructions of how to access their learning via ClassDojo and/ or Google classroom.

IMPLEMENTATION

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 provide a well sequenced curriculum and will use our best endeavours to replicate remotely the core teaching pupils would receive in school. However, we have needed to make some adaptations in some subjects. For example, some areas of the curriculum such as PE and Design Technology cannot clearly be delivered the same remotely as they would in the 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:

Primary school-aged pupils	<p><u>KS1</u> - an average of 3 hours a day- less for younger children</p> <p><u>KS2</u>- 4 hours</p>
----------------------------	---

How can I help my child at home:

- Ensure you familiarise yourself with your child's/children's DOJO and or Google classroom environment and lesson schedule.
- Ensure that your child/children log on at the correct time and follow their schedule
- As far as possible, ensure access to a computer/smart device or network.
- As far as possible, provide a quiet and formal place for students to work.
- If you or your child are having issues accessing the work, please contact your child's class teacher.

Accessing remote education

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

A weekly curriculum overview will be sent out to parents/carers via Dojo and ParentApp. Children's learning will be set using the platforms of ClassDojo, Google Classroom and Seneca (depending on the age of the child)

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:

- a limited number of laptops are available to pupils, for more information please contact the school via the normal channels.
- if you have no internet connection please contact school and we may be able to provide you with a temporary SIM card.
- support may be available through the government's offer of free data, devices and internet usage. For further information, please contact the school via the normal channels.
- we can also provide printed materials, please contact the school to arrange their collection.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely: We use a variety of teaching methods to engage pupils and avoid an over reliance on long term or research projects.

Dependent upon the year group, subject and area of the curriculum, we use a range of approaches to remote learning including:

- live teaching (online lessons)
- live feedback sessions using Google Classroom
- recorded teaching
- specific subject websites/apps e.g. BugClub, Sumdog, TTRockstars, PurpleMash etc (please see list below).
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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 expect pupils to be ready to learn at 9:00 am each day.
- Pupils are expected to be dressed appropriately.
- Pupils will follow their normal timetable as closely as possible and will have work allocated throughout the week to the majority of curriculum subjects.
- We would like you to support routines being set for your child and share your expectations that they complete all work fully and engaging in learning is mandatory

IMPACT

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

- We will record your child's engagement with remote learning on a daily basis
- If we feel your child is not engaging we will work with families to rapidly identify effective

solutions where engagement is a concern.

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:

This will vary depending upon the year group and the subject but will include; verbal feedback during live lessons/specific feedback sessions, automatic feedback via digital platforms, verbal feedback via phone calls/ Google Classroom, and written feedback for key pieces of work.

The frequency of pupils' receiving feedback will be broadly in accordance with the school's assessment and marking policy and will also depend on the child key stage. Teachers are building formative assessment and feedback into their teaching approach through a mixture of quizzes, digital tools and modelling of good answers. However, this will not always be daily individual feedback due to the current Risk Assessment and Health and Safety guidelines, and live lessons taking priority whilst new systems are established across school. Many of the learning platforms give immediate feedback. Teachers can be contacted via dojo should you have any 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 vulnerable pupils or 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 our SEND Team will work with teachers, individual pupils and their families to support learning for these children.

We will do this in the following ways:

- Provide a variety of resources both remote and physical (where appropriate)
- Provide remote support for intervention
- Use reasonable adjustment to work with parents and carers to support Pupils with SEND

These decisions will be considered on a case by case basis.

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?

A timetable of work will be posted on ClassDojo/Google Classroom and work will be posted at the beginning of each week within the pupils Google Classroom. Parents can seek further clarification and support by contacting their class teacher via ClassDojo during school hours.

Learning Platforms		
EYFS	KS1	KS2
RWI- Ruth Miskin videos	RWI -Ruth Miskin videos	SENECA and Google Classrooms
Bug Club	Bug Club	Bug Club
White Rose Home Video	White Rose Home Video	White Rose Home Video
Numbots/Sumdog	Numbots /Sumdog	TT Rock Stars/Sumdog
Charanga	Charanga	Charanga
DOJO	DOJO	SPAG.Com
		RWI - Sarah Jones Videos
Purple Mash	Purple Mash	Purple Mash
T4W	T4W	T4W
Classroom Secrets Kids	Classroom Secrets Kids	Classroom Secrets Kids

Issued 11th January 2021

Version 2