|  |  |
| --- | --- |
|  |  |

**Remote Education: Information for Parents**

This information is intended to help pupils and parents or carers understand what to expect from remote education if pupils are required to remain at home for reasons related to Covid-19.

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

A pupil’s first day or two of being educated remotely might look different from our standard 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 first day or two of pupils being sent home?

All children in year 1 – 6 have a Seesaw account with daily work set. This includes pre-recorded lessons for some English, Maths, Topic, Science, Art and DT lessons. To support online learning, work books for English, Maths and Handwriting will go home/be sent home in the event of whole bubble/school closure. Key Stage 1 can expect at least 3 hours a day on average across the week and Key Stage 2 can expect 4 hours on average of work set, this is in line with national guidance. All children in EYFS have a Tapestry account which has on average 2-3 hours a day of child initiated learning activities set across the week.

### 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. All children in school and learning from home are set work from the same timetable to keep consistency. A timetable for lessons is shared with those working at home within the first few days and in EYFS there is a weekly timetable for each week. The main differences would be the opportunities for collaboration between children within a bubble in school compared to at home. All assemblies and suitable enrichment activities are recorded and shared on Seesaw and Tapestry.

## 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:

|  |  |
| --- | --- |
| Number of hours | EYFS children will be set a minimum of 2-3 hours per day on average across the week.  Key Stage 1 children will be set a minimum of 3 hours per day on average across the week.  Key Stage 2 children will be set a minimum of 4 hours per day on average across the week. |
| Breakdown of hours | **EYFS – Average Week**  Daily – child initiated learning activities, phonics (2 hours)  Weekly - Enrichment task, Picture News tasks, Staff reading and singing to pupils, PE and celebration assembly. (at least 5 hours over the week)  **Key Stage 1** – **Average week**  Daily - Phonics, English, Maths and a foundation subject. (2-3 hours)  Weekly – Enrichment task, Picture News assembly and tasks, Staff reading to pupils, handwriting/spellings, PE and celebration assembly. (at least 5 hours over the week)  **Key Stage 2** – **Average week**  Daily – English, Maths, two foundation subjects (3-4 hours)  Weekly - Enrichment task, Mathletics, TT Rockstars, Picture News assembly and tasks, Staff reading to pupils, handwriting/spellings, PE and celebration assembly. (at least 5 hours over the week) |

## Accessing remote education

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

EYFS children will be using Tapestry. All families have been given access to this. If you have any problems accessing please email your year team:

[nursery@gca.herts.sch.uk](mailto:nursery@gca.herts.sch.uk)

[reception@gca.herts.sch.uk](mailto:reception@gca.herts.sch.uk)

Help with Tapestry can be found: <https://eyfs.info/forums/topic/52940-relative-using-the-child-login/>

--------------------------------------------------------------------------------------------------------------------

Children in year 1 – 6 will have access to Seesaw. All information has been shared with parents previously. If you are having any challenges with this, please email your year team:

[Year1@gca.herts.sch.uk](mailto:Year1@gca.herts.sch.uk)

[Year2@gca.herts.sch.uk](mailto:Year2@gca.herts.sch.uk)

[Year3@gca.herts.sch.uk](mailto:Year3@gca.herts.sch.uk)

[Year4@gca.herts.sch.uk](mailto:Year4@gca.herts.sch.uk)

[Year5@gca.herts.sch.uk](mailto:Year5@gca.herts.sch.uk)

[Year6@gca.herts.sch.uk](mailto:Year6@gca.herts.sch.uk)

Help with Seesaw can be found: <https://web.seesaw.me/parents>

Key Stage 1 also have access to Maths Seeds. Information has been shared with parents. If your child is set this work and you have any trouble please contact your year team.

Key Stage 2 also have access to TT Rockstars and Mathletics. All logins have been shared with children. If you have any trouble please contact your year team email.

### 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:

All families have been spoken to individually about their device needs. Those families that have either no or limited devices that we have been made aware of were then provided with a school device. Mrs Long records the device codes and how many devices have been given out. All families have signed a user agreement around the care of the device. Initially we prioritised families that are classed as vulnerable or pupil premium in wave one of the devices. In wave two all those that had asked were given a device and some from wave one were given additional devices where needed.

All families have also been given the opportunity to ask for further devices if they have needed them or their devices are not suitable through individual contact.

As a school we do daily engagement tracking within all year groups. If a family are not uploading onto either Seesaw or Tapestry we will also ask the question again as to whether they have an appropriate device or if they have enough devices within the household.

As a school we are also supporting families that have had problems with the internet or data by providing dongles or sim cards where appropriate to their devices.

If a member of staff thinks a child needs a new device or they need help with it they contact Mrs Long and Mrs Moss.

Some families have found it easier to complete work in work books, this is then emailed to the class email address and feedback is returned. We are also able to take work in at school to mark if given to the office (this will be looked at after being quarantined) and then returned to the family.

### How will my child be taught remotely?

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

Across the school we will be using a variety of teaching methods to keep the work interesting and engaging. Some of the ways your children will be taught are:

* Recorded teaching (e.g. Recorded Lessons, Use of Microsoft Sway, Oak National Academy lessons, BBC, You tube, video/audio recordings made by teachers)
* Written tasks on Seesaw and Tapestry, including: PowerPoint, PDF, Sway and Word documents.
* Printed paper packs/books provided or produced by teachers (e.g. workbooks, worksheets)
* Websites links supporting the teaching of specific subjects or areas, including video clips or sequences and online sessions produced by external companies (e.g. zoos)
* Practical activities
* TT Rockstars, Mathletics, Maths Seeds.
* long-term project work and/or internet research activities

## 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?

Where possible we ask that children follow the set timetable, this helps with routines. However where parents are working from home and trying to support we appreciate this is challenging. Key Stage 2 children should be able to work more independently; however they may still need additional support.

**Home school agreement states:**

Parents and carers will:

* Read and follow the instructions given by staff to access remote learning
* Discuss the different learning tasks at home and encourage completion of all tasks that have been set
* Help to establish a routine that will promote good learning at home and prevent too much distraction
* Promptly raise any material concerns or issues with remote learning with the class teacher in an appropriate and professional way.
* Ensure that the school’s resources, including laptops or other equipment that has been loaned, are being used safely and appropriately, and only for the purpose that they are intended, returning them in good condition at the end of remote learning (if required)
* Be respectful and appropriate where ‘live lessons’ are taking place remotely, including not participating in lessons unless requested (eg, to support younger pupils).
* Recognise that the class teacher is best placed to make choices about how lesson content is delivered, as would also be the case with lessons taught in the classroom.

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

Adults within each year team will complete daily engagement checks, where work has not been uploaded or emailed within a 48 hour period (not including the weekend), they will call to check everything is ok, support where required and encourage work to be completed and uploaded.

### 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:

The expectation is that teachers give in depth feedback on at least two English and Maths pieces of work weekly, unless there are misconceptions that need addressing. We actively encourage teachers to give praise on most work. All work should be acknowledged even if just with a like when using Seesaw.

Parents of EYFS get notifications via Tapestry with their feedback and observations.

Parents of year 1 – 6 have all been invited to download the Seesaw Family app, this will give you insight into the work your children are completing and the feedback they are been given. Feedback can be written or verbally on Seesaw.

## 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:

As a school we aim to set work that is age and stage appropriate. If work is too challenging or a family need help with it we ask that they respond to it asking for help or email the year team email address. All SEN children on remote learning are monitored fortnightly by Miss Butler, and the Inclusion team aim to call at least every other week to check in with families where a child is identified as having SEN.

Where children have been identified as finding the work too challenging, easier or differentiated work has been provided for that child. Where children have struggled to engage because of the changes to their learning experience interactive games and activities have been given to encourage them to use the remote learning platforms.

Where common misconceptions are seen across a class, work is then adapted for the following day and misconceptions corrected.

Within EYFS that activities that are set are age and stage appropriate and give flexibility in terms of how the outcome is achieved. Where families are finding work challenging the team will work to give individual tasks to encourage and support learning.

## 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?

If we are fully open as a school and it is the one child/family isolating: the class teacher will set work in line with what the class are doing specifically for the child. Feedback will be given every 2-3 days.

If the whole bubble closes: the class teacher will set work remotely using Tapestry and Seesaw. Following the detailed plans above for full curriculum access and minimum expectation of hours.

**Further Information**

As a school we will set up training for parents and children to ensure they are able to use Seesaw successfully, this will take place a group zoom and in some cases individual zooms to support with specific issues.

If a child or family becomes ill or tests positive we ask that parents contact us to let us know so we can see how we can support them/adapt expectations of work.