



Grangefield School

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Remote Learning Information for Parents

**Remote Learning Leader:
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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 if 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

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?

On our school website we have remote learning resources (including independent activities for a range of subjects and online learning resources) which are specific, and relevant, to each year group and are regularly updated by the class teachers. During the first day or two of pupils being sent home parents should access these resources.

Class teachers will make contact via ClassDojo or Tapestry, and a whole school letter will be sent with information about the full remote learning provision that parents can expect to commence after these first few days.

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 will teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we will need to make some small adaptations in some subjects. For example, Talk4Writing (our approach to the teaching and learning of writing) needs some adapting as it relies heavily upon whole class collaboration and teacher modelling. We may also move the order of the units of work that are taught across the year to pick those most appropriate for remote learning. For example, some science topics rely more heavily on experimentation than others; some art topics require less specialist resources.

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:

Phase 1 (Reception & Y1)	Phase 2 (Year 2 & Year 3)	Phase 3 (Year 4, 5 & 6)
2-3 hours a day	3 – 4 hours a day	4 hours a day

Accessing remote education

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

Phase 1 (Reception & Y1)	Phase 2 & Phase 3 (Year 2 – 6)
Parents in Reception and Year 1 will be provided with Remote Learning information and resources through Tapestry . Class teachers will also use Google Classroom to hold 'Live Meets' and share learning resources.	In Years 2 to Year 6 parents and children will be provided with Remote Learning information through ClassDojo . Daily work will be posted on Google Classroom for children to complete online and class teachers will hold 'Live Meets' through the Google Classroom too.

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:

- Lend a Chromebook or tablet to the family. Families have been asked to notify the Deputy Headteacher (via the school office) if they require this support.
- Apply for data allowance increases or a wireless router for families in receipt of Free School Meals if they need it.
- Invite the child into school.

How will my child be taught remotely?

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

- Live classroom meetings ('Google Meets') will be used for teachers to explain tasks, give whole class feedback, motivate the children, share stories and hold Q&A sessions.
- Recorded teaching (e.g. White Rose Maths lessons, video/audio recordings made by class teachers, REAL PE videos) will be used to give explanations specific to a lessons learning objective or to address misconceptions from a previous lesson.
- Online learning resources, which are used in and out of school throughout the year (e.g. TTRockstars, Numbots Phonics Play, Charanga and Accelerated Reader) will continue to be available
- Interactive worksheets and online tasks will be created and assigned daily in Google Classrooms; work can also be submitted as a photo or document through ClassDojo and Tapestry.
- The class will follow a weekly timetable.

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?

Whilst their child is engaged in remote learning, parents are responsible for:	Assuming they are well enough to work, pupils are expected to:
<ul style="list-style-type: none">• Making the school aware if their child is sick or otherwise can't complete work• Support their child to access and complete remote learning set by the school• Seek help from the school if they need it• Use Tapestry and Class Dojo appropriately and in line with school policy• Be contactable during the school day (consideration given that parents may be home working or unwell during this time)	<ul style="list-style-type: none">• Complete all work set for them to the best of their ability and submit it by the due date.• Use online services safely and responsibly, in line with school rules• Seek help if they need it• Respond to feedback• Join class meetings on 'Google Meets' with the support of a parent

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

- Class teachers will keep a daily register of who has submitted work and who has joined the class meetings.
- In the first instance of any concerns around engagement, the class teacher will try to contact parents to discuss this (via ClassDojo/Tapestry/phone call/email. If the class teacher remains concerned about engagement they will pass this on to the Headteacher and/or Deputy Headteacher and/or SENDCo who will then contact parents.
- Our NEST team (Safeguarding, SEND and pastoral support) can provide advice and practical support to parents and children struggling to access or engage with remote learning.

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:

- All work that is submitted online will be viewed by the class teacher (and/or the teaching assistant when appropriate) and teachers will use the information this provides to assess how well children have understood the content and will adapt subsequent lessons appropriately.
- Children will receive regular feedback through:
 - Verbal feedback during 'Class Meetings'
 - Whole class feedback published on Class Dojo/Tapestry/Google Classroom
 - Automatic marking on quizzes/online forms
 - Written comments on work submitted
 - The return of work for reviewing and editing

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:

- Our SENDCo will arrange either a weekly or fortnightly phone call with parents of children who have MyPlans/MyPlan+/EHCP, with the first being within 5 days of pupils being sent home.
- The SENDCo will work with parents and teachers to ensure that remote learning meets the needs of any child with SEND, and provide support on over-coming any barriers.
- Class teachers and teaching assistants will make use of 'Google Meets' and other online communication tools to provide additional support to pupils with SEND where necessary.
- Wherever possible, the SENDCo will arrange for specific interventions (e.g. the Nussy programme) to be accessible from 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?

In these cases, the school will provide the following:

- 10 school days of remote learning, usually 3 tasks a day, to include:
 - English – reading comprehension, writing, spelling and grammar tasks
 - Maths – daily teaching videos and tasks (White Rose) and fluency tasks
 - Science tasks
 - Range of 'Topic' tasks from across the curriculum
 - Access to online resources (for example TT Rockstars)
- The learning provided will allow your child to 'keep up' with what is happening in classroom as best as possible. Teachers will make use of online tools to plan a daily schedule, interactive learning and provide feedback. When making use of Oak National Academy and BBC Bitesize you will be directed to specific lessons to mirror what is being taught in school.
- Communication between home and school about remote learning through Journal, Newsfeed and Messaging services on Tapestry (YR & Y1) and Class Dojo (Y2-Y6)
- Teachers will not be able to hold 'Google Meets' during this time but will provide feedback on the work submitted on Class Dojo and Tapestry.

Further information is available on the school website and in our Remote Learning Policy (last updated January 2021).