

Gwladys Street Community and Primary School



Remote Learning Policy

January 25th 2021

Remote Learning Leader:

Mr Fidler & Mr Deakin

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?

All children will be provided with activities that are appropriate to your children's age either as a set of worksheets in a learning paper pack or activities quickly posted on line via the school website or school's preferred remote learning platform (google classroom or class dojo).

Both options will ensure there are English and Maths learning opportunities and some wellbeing activities that may link to the topic they are studying in school. These activities will only be until the class teachers can provide the full curriculum entitlement either as a paper learning pack or online that will continue to follow the curriculum for your child to progress.

It is preferable that if you have a suitable device, and can access the digital platforms used by school, this is used, as this will enable your child to have immediate feedback on their learning and have regular contact with their class teacher.

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, for art or design and technology children may not have the appropriate resources, so may find other skills for the children to learn.

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	KS 2 – at least four hours a day KS1 – at least three hours a day EYFS – at least two hours a day
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Accessing remote education

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

Each day children will be set learning on the following platforms:

EYFS – Class DOJO

KS1 – Class DOJO

KS2 – Google Classroom (main platform) and Class Dojo (when guided)

All children have their own unique login and have experience using these platforms in schools. Class emails have been set up for instant communication with the class teacher if further support is required.

Twitter Page	Class Email
@GSPSNursery	classcaterpillars@gwladysstreet.com
@GSPSReception	classbutterflies@gwladysstreet.com
@GSPSReception	classladybirds@gwladysstreet.com
@GSPSFrance	classfrance@gwladysstreet.com
@GSPSGermany	classgermany@gwladysstreet.com
@GSPSAustralia	classaustralia@gwladysstreet.com
@GSPS NewZealand	classnewzealand@gwladysstreet.com
@GSPSKenya	classkenya@gwladysstreet.com
@GSPSKenya	classkenya@gwladysstreet.com
@GSPSChile	classchile@gwladysstreet.com
@GSPSCostaRica	classcostarica@gwladysstreet.com
@GSPSIndia	classindia@gwladysstreet.com
@GSPSRussia	classrussia@gwladysstreet.com
@GSPSChina	classchina@gwladysstreet.com
@GSPSJapan	classjapan@gwladysstreet.com

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:

- Parents/carers, who have been identified through school surveys and conversations, may have the opportunity to borrow a digital device from school. This has to be approved by the Headteacher, Ms N Booth. Parents/carers will be asked for written consent and must return the digital device on the child's return to school. If parents/carers have a device, the school may be able to provide data through the form of a SIMS card. N.B: This equates to 90 days of data upon activation.
- If parents/carers are on the networks: Vodaphone, O2 and Three, there is free data access when using the Oak Academy platform for Year 3, 4, 5 and 6 pupils.
- If parents/carers need support with extra data, school can, with parents/carers' permission, request more data from the Department of Education on their behalf (all decisions taken by the DfE on this are beyond the school's control).

For further information on the above three points, parents/carers are to contact Mr D Fidler or Mr C Deakin – Remote Leads, through the main school email: admin.office@gwladysstreet.com

- If pupils do not have access to a device, a paper learning pack will be provided each Friday on a weekly basis to be returned the following week. Work will be quarantined for 48 hours before being passed to the class teacher each Monday to provide feedback and return for the following Friday.
All pupils will be regularly provided with age appropriate material which include pens, pencils, rulers, counters, plasticine, coloured pencils, number square, whiteboard pens/board rubbers if necessary.

How will my child be taught remotely?

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

There are some main approaches that teachers will use, however teachers may use other internet sites or activities that have all been approved. These will include:

- recorded teaching (using the national Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (worksheets for English and maths, spelling lists, flashcards, handwriting, comprehensions, speech link, Calm Central activities, Active Maths and Active English activities)
- range of internet platforms which includes: Times Table Rock Stars, Spag.com, cbeebies, IDL, Learning by Questions (all children have individual usernames and passwords.)

This is not an exhaustive list and there may be other sites and resources that are used by the school in this period. We reserve the right to change and adopt our approaches as we deem necessary during this time.

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?

Teachers provide a weekly timetable to ensure that:

Pupils engage daily with the remote education and follow the lessons that are posted on Google Classroom and Class Dojo.

Pupils are expected to engage with all the activities that are set up out by the teacher.

Parents/carers are expected to support the school's remote education policy and ensure children follow routines and attempt/complete all activities.

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

School will complete a weekly log to check how often pupils engage with remote education.

School will record any concerns of non-engagement from parents/carers using the school's online behaviour log (CPOMS)

School will contact parents/carers weekly and inform them of any concerns with children accessing remote learning.

School has provided each teacher with a class email to respond to any parents/carers' concerns.

The Senior Leadership Team will continue to conduct weekly monitoring.

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:

- Work will be marked daily via the remote learning platforms the school has adopted (google classroom or class dojo).
- Where necessary, children will be provided with corrections or tips to clarify or extend their learning.
- Children will be given suitable feedback relevant to the work undertaken e.g. Math's corrections, spellings and grammar highlighted.
- Praise will be given in the form of awarding class dojos and having a pupil of the week for each class.
- For some activities, feedback will be given instantly (quizzes, LBQ).
- For those children who have paper learning packs, school will collect these packs each and every Friday, teachers can then provide feedback on these tasks in the form of individual, or class feedback, and be given back to the children the following Friday when families collect their new learning pack or through the class emails.

N.B If work is submitted out of school hours, we cannot guarantee feedback will be given.

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:

- We will provide individualised activities for children according to their specific One Page Profile ensuring targets can be achieved.
- Where necessary, we will provide aids for those children who would usually have access to these e.g. pencil grips, writing slope etc.
- We will provide differentiated activities where necessary e.g. use of word mats relevant to the topic
- We will provide resources to support learning with activities assigned e.g. attaching of video clips that can support learning.
- SENDCo to call families offering support on a weekly basis
- Activities provided from Calm Central on a weekly basis concentrating on well-being.
- Speech and Language activities provided to those children who have been identified most at need.
- ADHD foundation able to provide online calls to those children who are most in need.
- Educational Psychologist able to provide online calls to those children who are identified by the school.
- Specific activities provided by the school EAL assistant For EAL children and families.

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?

Individual pupils who are self-isolating, are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.

In the initial 1-2 days, paper packs may be provided, then, as listed above, we will provide online learning that follows the curriculum adopted by the school using the remote learning platform preferred by the school (Google Classroom or Class Dojo).