

# Greenfields Community Primary School



Remote education provision: information for parents and carers

January 2021

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

The remote education at Greenfields is as close to the classroom curriculum as possible. And, just like our classroom curriculum, it is carefully sequenced and ensures that children obtain the building blocks they need to move on to the next step.

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?**

The 'remote curriculum' is the broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the children.

At Greenfields, the aim of our remote curriculum is "that pupils know more and remember more." Our curriculum has been adapted so that teachers are planning a sequence of learning that;

- has a focus on the basic skills
- ensures that key building blocks have been understood fully first
- does not offer too much new subject matter at once
- focuses on the most important knowledge or concepts pupils need to know
- reinforces and embeds learning and basic skills

The way in which our remote curriculum is delivered depends upon what content is being delivered and the age and stage of the children;

~ Online learning where the curriculum is delivered via technology such as seesaw, google classroom or zoom. This can include 'live' lessons as well as pre-recorded videos and/or resources to support children's learning to complete either online or in a paper-based exercise book at home.

~Paper-based work books which provide practise of key aspects of the school curriculum such as arithmetic in maths and spelling or phonics in English.

~Sign posting families to external apps and websites that would further support engagement in remote learning.

~Delivery of extra-curricular sessions via specialist teachers or coaches to enrich the children's remote learning experience.

At Greenfields we also recognise the importance of the pastoral curriculum at school, which is why we have a robust 'first day response' procedure around attendance to ensure that contact has been made with all families requiring to isolate. This allows us to assess the individual needs of each family including their requirements for accessing technology, preference for paper-based learning, and delivery of meals or, in the longer term, food hampers.

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 and 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 a parent or carer indicates that their child will not be attending school due to potential short term isolation such as awaiting test results of a family member or a test for themselves, a basic skills work book will be delivered to children on the same day. In the majority of circumstances, families will report to school whether their children will return to school following a negative test, within 24/48hrs. If this is the case, children will be expected to work through the work book on day 2 of their isolation period.

If school is informed that a child is absent from school but this absence requires them to isolate for 10 days, as they have been identified as a close contact, school will provide children with a workbook for day 1 of the absence. For subsequent days of absence, please see the information below.

Absence length	Paper based learning e.g. via a workbook	Online remote learning e.g. live lessons
Day 1 of an absence lasting a possible 2 days (e.g. awaiting test results)	<b>Yes</b> (Delivered to home by school)	<b>No</b>
Day 2 of an absence lasting a possible 2 days (e.g. awaiting test results)	<b>Yes</b>	<b>No</b>
Day 1 of an absence lasting 10 days	<b>Yes</b> (Delivered to home by school)	<b>Yes</b>
Day 2 of an absence lasting 10 days	<b>Yes</b>	<b>Yes</b>

**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 content remotely as we do in school. In 'live' taught sessions, the children accessing the remote curriculum are dialling into the same lessons that are being delivered in school. They are also accessing the same resources. Our remote curriculum offer takes into account the resources required to complete set activities, for example the provision of simple PE equipment, outdoor

learning resources or equipment that is subject specific (D&T or Art). Within our remote curriculum there are additional opportunities for children to practise basic skills appropriate to their year groups in non-live sessions. This could be through paper based activities or videos which model a particular method, approach or skill as is appropriate to the subject or year group.

The remote curriculum at Greenfields for periods of longer absences, such as full school closure, or when children are isolating for 10 days, also allows children the social contact which we know is paramount to maintaining good mental health. The remote curriculum allows the children absent from school to dial into lunchtime in their classrooms to enable them to maintain contact with their peers. In addition, children can access the specialist sessions that would have been part of the enrichment of the school curriculum, from home. For example, during whole school closure, we have coaches to deliver wake and shake sessions before 'online learning' begins, football skills or outdoor learning tasks.

There have been some adaptations in PE and Outdoor Learning, which we have done by creating a document with a selection of activities that the children working remotely can choose to complete in their timetabled slot.

### Remote teaching and study time each day

#### How long can I expect work set by the school to take my child each day?

In addition to paper based or practical activities provided to families, learning for children will be set on the following platforms:

<b>Early Years</b>	Children in pre-school, Nursery and Reception will use seesaw to access their learning. Zoom for live sessions.
<b>Year 1</b>	Year 1 will use seesaw to access their learning. Zoom for live sessions.
<b>Year 2-6</b>	Children in year 2 to year 6 will continue to use Google classroom. Zoom for live sessions.

We expect that remote education (including remote teaching and independent work) will be timetabled as follows and how this compares in the school curriculum:

Time	Daily activity	Further information
8:30am – 8:50am	*Wake up shake up Tuesdays and Thursdays  *(Periods of full school closure only)	Children can access a live high intensity work out provided by specialist coaches (appropriate for all age groups)
9.00am	Register	Children will log on to their remote learning portal; Google classroom or seesaw, and register by commenting 'here'.  A member of school staff will welcome the children and explain the timetable for the day.
9:05am	Arithmetic	All children will complete an arithmetic task independently. This is an uploaded activity accessible online or a paper based activity if required by families.
9:30am	Maths	Children will receive a link to click on to join their live lesson from home using their remote learning portal; Google classroom or seesaw. The class teacher will feedback 'live' to children working from home using private comments in google classroom or the 'chat' facility in zoom. Recordings of the live sessions are posted to the children's respective online portals for children to access at a later date if required.
10:20am	Break	
11:00am	English	Children will receive a link to click on to join their live lesson from home using their remote learning portal; Google classroom or seesaw. The class teacher will feedback 'live' to children working from home using private comments in google classroom or the 'chat' facility in zoom. Recordings of the live sessions are posted to the children's respective online portals for children to access at a later date if required.
12:00 noon	Lunch	
1:05pm	Phonics/ SPaG/ Reading skills	Early years and KS1: RWI  KS2: a SPaG or reading skills session. This is an uploaded activity accessible online or a paper based activity if required by families.
2:00pm	Foundation subject or curriculum	Children will receive a link to click on to join their lesson, live from home, using their remote learning portal; Google classroom or seesaw.  <b>Outdoor Learning and PE-</b> children will receive an activities guide for both of these lessons so that they can choose an activity/ or

		a specialist coach will deliver a session to support parents with the content and delivery. These will be resourced by school.
2:55pm	Class reader	Children will join us by following the link sent to them from home using your remote learning portal; Google classroom or seesaw to listen to our class story at the end of the day.

## Accessing remote education

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

- ~ Children in pre-school, Nursery, Reception and Year 1 will use seesaw to access their learning.
- ~ Children in Year 2 to Year 6 will continue to use Google classroom.
- ~ All year groups will access any 'live' sessions via zoom.
- ~ Information/updates to parents and carers are provided by social media (Twitter, Instagram, Facebook) and via email and text.

### 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. At the outset of a period of longer isolation (more than 2 days), we make contact with parents and carers on the first day to assess their needs. We are able to arrange for school to deliver any resources in the case of isolating families or for collection in the case of wider lockdown. We have a range of devices available to loan to families that would support the learning required e.g. tablet devices for our younger children and Microsoft office laptops.

We take the following approaches to support those pupils to access remote education:

If your child is struggling to access remote learning using the devices you have at home, if you do not have any devices or if you do not have enough, please contact school on 0191 643 2801 or via [parentsandcarers@greenfieldsprimary.org.uk](mailto:parentsandcarers@greenfieldsprimary.org.uk) and you will be provided with a device to support with remote learning. You will also be given a time to come into school to collect the device.

If you require internet connection, please contact school on 0191 643 2801 or via [parentsandcarers@greenfieldsprimary.org.uk](mailto:parentsandcarers@greenfieldsprimary.org.uk) and we will be able to supply you with either a data Sim card for mobile hot-spotting or work with the LA to provide you with free internet access.

If your child is struggling to access the learning materials online, please contact your child's class teacher via the dedicated year group email to request paper copies and arrange collection:

Nursery/Pre-school - [EYFS2021@greenfieldsprimary.org.uk](mailto:EYFS2021@greenfieldsprimary.org.uk)

Reception - [Reception@greenfieldsprimary.org.uk](mailto:Reception@greenfieldsprimary.org.uk)

Year 1 - [Year1@greenfieldsprimary.org.uk](mailto:Year1@greenfieldsprimary.org.uk)

Year 2 - [Year2@greenfieldsprimary.org.uk](mailto:Year2@greenfieldsprimary.org.uk)

Year 3 - [Year3@greenfieldsprimary.org.uk](mailto:Year3@greenfieldsprimary.org.uk)

Year 4 - [Year4@greenfieldsprimary.org.uk](mailto:Year4@greenfieldsprimary.org.uk)

Year 5 - [Year5@greenfieldsprimary.org.uk](mailto:Year5@greenfieldsprimary.org.uk)

Year 6 - [Year6@greenfieldsprimary.org.uk](mailto:Year6@greenfieldsprimary.org.uk)

### **How will my child be taught remotely?**

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- has a focus on the basics
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- reinforces and embeds learning and basic skills

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

- live teaching (online lessons)
- learning uploaded to online learning platform to access as part of live lessons
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks provided for families to collect if they would like extra learning
- Every day, children will have an arithmetic activity; an English lesson; a maths lesson; a phonics, reading skills or SPaG session; a foundation/curriculum lesson and a shared story at the end of the day.

### **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?**

Children are expected to register online by 9.00am in Reception, KS1 and KS2. Children are expected to attend online zoom sessions with their teachers and complete the work set. We follow up remote

absences in the same way, in line with school policy on absence and attendance. The resources are posted onto the online platform the day before teaching to ensure that parents and carers can see the content of the learning for the next day. A timetable has been sent to all parents and carers setting out the expectations for the day. Children can contact their teachers via Seesaw or Google classroom during live lessons, if further support is needed.

Parents/carers can contact their child's class teacher via the year group email:

- Nursery/Pre-school - [EYFS2021@greenfieldsprimary.org.uk](mailto:EYFS2021@greenfieldsprimary.org.uk)
- Reception - [Reception@greenfieldsprimary.org.uk](mailto:Reception@greenfieldsprimary.org.uk)
- Year 1 - [Year1@greenfieldsprimary.org.uk](mailto:Year1@greenfieldsprimary.org.uk)
- Year 2 - [Year2@greenfieldsprimary.org.uk](mailto:Year2@greenfieldsprimary.org.uk)
- Year 3 - [Year3@greenfieldsprimary.org.uk](mailto:Year3@greenfieldsprimary.org.uk)
- Year 4 - [Year4@greenfieldsprimary.org.uk](mailto:Year4@greenfieldsprimary.org.uk)
- Year 5 - [Year5@greenfieldsprimary.org.uk](mailto:Year5@greenfieldsprimary.org.uk)
- Year 6 - [Year6@greenfieldsprimary.org.uk](mailto:Year6@greenfieldsprimary.org.uk)

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

Children's engagement with remote education will be checked daily through registration. If children are not accessing remote education, a member of our pastoral team will contact you to discuss how we can support you.

### **How will you assess my child's work and progress?**

Our approach to feeding back on pupil work is as follows:

- Teachers will comment on the work your child has submitted. It may be a 'well done' comment or a comment to ask them to look again at a question. If your child's teacher thinks that your child needs more support with a question or area of learning they will contact them individually either via the private message tool or through a phone call.
- During the live lesson, teachers will ask the class questions and will ask children to unmute themselves to provide an answer or ask them to comment in the 'chat' function.
- At the end of a series of lessons, your child may be asked to complete a low stakes online quiz so teachers can assess their progress and make adjustments as is necessary.



## **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:

- All children with an EHCP have a legal right to a place in school.
- Those children with SEND will be given differentiated work to suit their learning needs, which may include pre-recorded videos.
- Those children with an EHCP will receive a phone call from the SENCO weekly, depending on the level of support needed.