

Marsh Gibbon CE Primary School

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 where national or local restrictions require entire cohorts (or bubbles) to remain at home.

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 the first day of isolation, if well enough to work, your child should read, have a look at any web resources such as BBC, try Times Tables Rockstars and perhaps write a diary entry, for example. From day 2, your child's teacher will provide remote learning which will be as close as possible to the in school learning for his or her class. This will be uploaded to Google Classroom.

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?

Yes. See above.

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 - these timings are in line with government expectations. Guidelines also state that the work set should be meaningful, ambitious, consist of different subjects each day and should be of equivalent length to the core teaching that pupils receive in school. This time includes the Google Meet Sessions each day, any recorded sessions, any live teaching and time for pupils to complete tasks and assignments independently.

We will aim, as far as possible, to follow the daily timetable at school, offering a wide range of subjects and opportunities for learning across a broad and balanced curriculum. There will be no “homework” set during times of partial closure (such as during lockdown of Jan 21).

The table below gives you an example of a typical day.

<p>Upper KS2 Years 5/6</p>	<p>2 x 30 minutes Google Meet (typically one English, one maths)</p> <p>Follow up maths and English activities based on Google Meet input to last approximately 30 minutes each</p> <p>Spelling, punctuation and grammar activities embedded into English Google Meet and follow up activities</p> <p>60 minute foundation subject per day (science, RE, history geography, Healthy Minds, PE or French)</p> <p>Weekly 30-minute drop-in session to ask questions, check well-being, check understanding and play team building games</p> <p>Children directed towards BBC Bitesize lesson timetable at the start of the week</p>
<p>Lower KS2 Years 3/4</p>	<p>2 x 30 minutes Google Meet (typically one English, one maths)</p> <p>Follow up maths and English activities based on Google Meet input to last approximately 30 minutes each</p> <p>Spelling, punctuation and grammar activities embedded into English Google Meet and follow up activities</p> <p>30-45 minute foundation subject per day (science, RE, history geography, Healthy Minds, PE or French)</p>

	<p>Weekly 30-minute drop-in session to ask questions, check well-being, check understanding and play team building games</p> <p>Children directed towards BBC Bitesize lesson timetable at the start of the week</p>
KS1 Years 1/2	<p>2 X 30 minutes Google Meet (typically one English, one Maths)</p> <p>Follow up Maths and English activities based on Google Meet input</p> <p>30 minutes Foundation Subject per day (Science, RE, History, Geography or Healthy Minds)</p> <p>15 minutes Reading daily</p> <p>20 minutes phonics daily</p> <p>15 minutes listening to a story</p>
Reception	<p>1x 30 minute Google meet daily (focus to include Phonics, Maths, Communication & Language, Speaking, Healthy Minds)</p> <p>Daily recorded story time (10 mins)</p> <p>Daily reading (incl being read to)</p> <p>Daily Phonics tasks 15 mins</p> <p>Daily Maths tasks 15 mins</p> <p>Daily Topic/Writing/Fine motor tasks 30 mins</p> <p>Weekly Creative tasks 30 mins</p>

Teachers will signpost additional materials for children on our website and on Google Classroom so that independent research and further material is always available for those who wish.

Accessing remote education

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

From Years 1 to 6 inclusive, we use the digital platform Google Classroom. Each child has a password to access the information and their work can be typed in, or uploaded. Instructions are available as well as support from teachers.

All children in Reception received a Home Learning pack containing relevant resources in September. We are using Class Dojo to communicate with families. Google Classroom is used solely for daily live lessons. All learning tasks are uploaded to Tapestry by teachers, and parents are expected to upload evidence of learning to their child's Learning Journal via this method. Teachers are also recording storytelling sessions for children to watch online from this platform.

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. Please let us know if this is the case by contacting your child's teacher on dojo or the school office via email on office@marshgibbon.bucks.sch.uk

We will make arrangements to support your child by providing support with uploading including with phones if this is possible and by ensuring work can be completed without printing materials. We may also be able to help with provision of laptop or other technology, and with improving data access.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely, dependent on their age and class:

Google classroom or dojo uploads of work by subject

Recorded lessons

Live “meets” to explain tasks and deal with problems encountered or anticipated.

We also provide support as needed with reading books, writing books and technology where possible.

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 that children will engage with daily learning and for families to let us know if there is a reason that can’t happen, for example, if children are unwell. Staying in touch with teachers is important, as it can be difficult for parents to gauge how much to expect of children, for example how long they might concentrate and what to expect in terms of quality. Whilst it is really helpful for families to support children, certainly by making sure they have a quiet space to work, and that technology is functioning, and by making sure that children know what they have to do, please resist the temptation to do the work for them! We are happy to help by talking through systems at home and potential timetables as every family home is different and things vary for children of different ages too. We expect that every child from Y3 upwards should be able to work independently.

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

We will be checking the content and regularity of tasks submitted by children and will make you aware as soon as possible if there is a problem, via the usual methods - dojo from the teacher or an email / suggestion of a phone call to discuss any problems.

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, providing answers for maths for children to self mark or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work will be to use a combination of these approaches, plus online verbal comments and individual written marking

where needed and acknowledging work that children have done and indicating next steps / improvement opportunities.

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, tailoring as needed. Support might include frequent contact with families, specific timetable organisation, scaffolded / differentiated work.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, the way in which remote education is provided is likely to differ slightly from the approach for whole groups. This is due to the challenge of teaching pupils both at home and in school. We still aim to provide a broad and balanced curriculum and work reflecting the same learning opportunities at school, in some lessons we might suggest adjustments. We will aim to contact children on google meets, although these may not be daily. We expect your child to attempt what they can and normal "homework" expectations apply if school is open. Please contact teachers directly about any work which is problematic.