

Remote Education Provision: Information for Parents at Marsh Gibbon CE Primary School

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.

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?

Since the Autumn term 2020, work has been available on Google Classroom where pupils have needed to work from home. Since the National Lockdown announced on Monday January 4th, children have continued to be set schoolwork to be completed daily alongside Google Meet daily sessions for all children. This is now established so that any child working from home will be able to access all the resources necessary to learn from home without delay and clear lines of communication between parents and school is in place.

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?

The children working from home will be taught broadly the same subjects and lessons as the children at home. The expectation in work produced at home remains the same as that in school. The only difference in lessons will be where a PE specialist teaches the children in school, the home learners have resources to use and have a greater choice of activities which are can be completed at home. Music lessons are live and shared with both the school and home learners.

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:

Early Years	<p>The expectation in EYFS is that the children will complete a phonics/English activity and a maths activity set by the teacher daily. The teacher then timetables activities that link with the topics being covered in school which the children can do throughout the day. The expectation is that the children will be engaged in these activities for up to 3 hours over the course of the day but recognise that these will be much shorter chunks of time. The children also meet on Google Meet daily with the class teacher for an opportunity to share and talk about their work.</p>
Key Stage 1	<p>The expectation in KS1 is that children are engaged in learning at home for 3 hours a day. English lessons are taught live daily for the input and the teacher is available to answer any questions children or parents may have prior to starting. Maths lessons are also taught live daily for the input and the teacher is available to answer any questions. Children are also expected to complete lessons covering all subjects across the curriculum. All the teaching materials are available on Google Classroom to support parents in delivering these lessons at home.</p> <p>The teacher carries out Google Meet sessions weekly to focus on children's social and emotional needs and provide time for the children to talk to each other.</p> <p>The music specialist also carries out weekly music lessons with each class.</p>
Key Stage 2	<p>The expectation in KS2 is that children are engaged in learning for up to 4 hours a day. Children in KS2 use Google Classroom to complete their work at home and at school. Live lessons are taught in English and maths daily through Google Meet.</p> <p>Children are also expected to complete lessons covering all subjects across the curriculum. All the teaching</p>

	<p>materials are available on Google Classroom to support parents in delivering these lessons at home.</p> <p>The teacher carries out Google Meet sessions weekly to focus on children's social and emotional needs and provide time for the children to talk to each other.</p> <p>The music specialist also carries out weekly music lessons with each class.</p>
--	---

Accessing remote education

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

By using Google Classroom, children can access the platform in a variety of different ways. Laptops have been given out from school when required in order to support families.

If my child does not have digital or online access at home, how will you support them to access remote education?

We have contacted all parents to ensure that everyone has some degree of remote learning access for Google Classroom. Where children have no access to devices, they have borrowed a device from school.

All work can be set, completed, and marked on Google classroom.

Everyone has access to the technology required.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- live teaching (online lessons) See detail for KS1 and KS2 above
- reading books can be accessed online
- White Rose Maths supports the teaching of maths alongside live teaching. Where other commercially available websites support the teaching of specific subjects or areas, including video clips or sequences, these are also used.
- Children use Mathletics to support maths teaching and learning at school and at home.

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 all children to engage with remote learning and complete work as they would in school. We recognise that not all families will be able to complete all lessons everyday but there is an expectation that English and maths are completed daily as a minimum.
- Children who are struggling are contacted by teachers and support staff in order to support parents in delivering expectations to ensure they are working as well as can be expected in the current circumstances. The Headteacher and Deputy Headteacher follow up calls when appropriate.
- Identified SEN children are in school so they are fully supported with TAs.

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

- We will contact Parents daily if they do not attend live lessons to check they are OK.
- Work is sent in daily for marking and checking.
- Any work not handed in over a few days will be followed up with a phone call to check everything is OK.
- If there are any concerns, the school will ring the Parent on the day.

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:

- Daily marking of children's work sent in.
- Self-marking with parents in maths and work submitted.
- Quizzes on Google Classroom.

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:

- Identified SEN children are encouraged to attend school where possible to continue their learning and support them.
- SEN children at home are contacted to support work at home and sent differentiated work linked to targets on SEN support plan.
- Daily Google Classroom sessions in EYFS help younger children to see and talk with each other, share stories and examples of their school work with their teacher and teaching assistant.

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?

When individuals are self-isolating, individual work will be set on Google Classroom.

The teachers are currently teaching both remote learners at home and a significant number of critical workers and vulnerable children in school.