

Godstone Primary and Nursery School



Remote Learning Provision

REVIEW DATE: April 2022

REVIEWED BY: Governing Body

NEXT REVIEW: April 2024

WRITTEN BY: Liz Hellier

Headteacher:

Nick Usher

Chair of Governors:

Liam McGivern

Remote education provision: information for parents

Our priority is always to provide high-quality face-to-face education to all children. Remote education will only ever be considered as a short-term measure and as a last resort for children who are **well** but unable to attend school in person.

If children are not attending school due to Covid-19 they will not receive learning as standard because we would consider them to be **unwell**.

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where a child is unable to attend school in person but they are well or national/local restrictions require entire cohorts (or bubbles) to remain at home.

The remote curriculum: what is taught to pupils at home

We teach the same curriculum remotely as we do in school wherever possible and appropriate. Therefore, the sequential lessons and expectations will mirror the teaching and learning the children would receive if they were in the classroom. Ongoing assessment by the teachers ensures that learning is matched to the children's needs with misconceptions addressed before moving on. Having said that, adaptations will be made to lessons in order to make the learning activities suitable to complete at home (e.g. in science where specialist equipment is required, the content may be delivered through demonstration videos rather than the children engaging in a practical investigation) but the knowledge taught and the planned learning outcome is the same as it would be if the child was taught in school.

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:

Reception	We would expect the children to take part in 3 to 5 adult directed tasks that last up to 20 minutes each per day. We would also expect the children to complete a range of play-based activities based on the suggestions of teachers or their own interests.
Key Stage 1	The government expectation is a minimum of 3 hours remote education for children in years 1 and 2.
Key Stage 2	The government expectation is a minimum of 4 hours remote education for children in years 3, 4, 5 and 6.

Accessing remote education

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

Work will be sent for the whole week.

Reception

Children have work set on Tapestry with accompanying videos and photos to support their learning where necessary. Additional resources may be emailed to parents.

Years One to Six

Children have work sent via email or Class Dojo with accompanying resources and tasks/worksheets. Parents may collect paper copies of the work from school.

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:

The school has a limited supply of laptops that are available for children to borrow for remote learning. Parents need to contact head@godstone.surrey.sch.uk or admin@godstone.surrey.sch.uk to request a laptop for their child.

Parents are asked to sign a laptop user agreement and instructed to collect them from the school at a mutually agreeable time.

If parents do not have internet access then please contact the school on the email addresses above. If necessary, the school can print resources and work, for parents to collect. In exceptional circumstances the school may deliver printed materials to children.

How will my child be taught remotely?

The school uses a range of approaches to teach the children remotely. These vary according to the age and ability of the children, however they include the following:

Reception

- Live learning twice a day via Teams (where whole classes are self-isolating and the teacher is well)
- Recorded lessons including a daily story/non-fiction text (this may be a link to a story online)
- Photographs for reading and other tasks
- Tasks for parents to complete with their children
- Commercially produced websites for specific subjects e.g. Little Wandle Letters and Sounds for phonics; top marks for maths games

- Links to YouTube videos relating to specific learning e.g. phonics lessons, topic lessons.

Years One to Six

- Live learning twice a day via Teams (where whole class are self-isolating and the teacher is well)
- Recorded teaching e.g. Oak National Academy
- Worksheets and tasks for editing, to spark writing and for recording answers
- Commercially available websites supporting specific subjects, including video clips or sequences e.g. White Rose Maths

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 their remote learning every day. We understand that families have many pressures, with parents working from home, supporting multiple children and sharing devices. We also understand that parents may be unwell and have a limited capacity to support their children.

- The school expects the children to engage with their learning on a daily basis.
- The children's engagement will be monitored daily in relation to the live lessons (where applicable), work being uploaded and other communication.
- If there has been no work uploaded, communication or engagement with live lessons (where applicable) then the class teacher, followed by a member of the senior leadership team (SLT) will be in touch with parents.
- The school expects parents to support their children and the school by setting a routine for their child and talking through their child's tasks.
- The school expects parents to support their child with live lessons (where applicable) and the appropriate use of Teams.

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

- Teachers will monitor the children's engagement with live lessons (where applicable), completed work and any other communications daily.
- If there are concerns around a child's engagement or learning then parents will be contacted within two days to discuss how the school and parents can work together to support the child's 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 (where applicable), amongst many others. Our approach to feeding back on pupil work is as follows:

- Teachers will give written feedback to the children for one piece of learning per day, all other work submitted will be acknowledged/liked. Work submitted after 3pm will be responded to by the end of the next working day, where possible.
- Teachers will assess children through submitted work and interaction during live lessons (where applicable) to inform future tasks set for the children.

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) and younger children, 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:

- Support from the teacher responsible for the home learners if parents or children are stuck or have any questions (where whole classes are self-isolating).
- Work will be differentiated so that children/parents can select the appropriate work for their child.
- Where parents/children are experiencing significant difficulties and the steps above are not successful, the teacher and/or SENCo will discuss with parents how to create a more tailored approach for home learning.
- The school will provide behaviour for learning and wellbeing strategies/activities to support their learning at home.
- The school will provide more regular check-ins with families where we are aware of the need.
- Younger children, for example those in Reception, will be supported through differentiated recorded lessons, stories and activities.