

Griffe Field Primary School



Remote Education Provision

In the event of self-isolation or lockdown

Overall responsibility for monitoring home learning-Emma Mitchell Headteacher
School SENDCo-Lucy Morton

Safeguarding

If you have any safeguarding concerns please contact school 01332 515718 and ask to speak to a member of the Safeguarding Team, look on the school website for helpful links and support or email safeguarding@griffefield.derby.sch.uk

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 document.

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?

- Provide appropriate links to online platforms to all parents and carers.
- Identify any children who do not have access to any ICT at home to enable effective home learning.
- Consider loan of equipment to children identified above. Issue loan agreements to parents and carers of children with no access to ICT.
- Prepare hard-copy packs of home learning for any children who cannot access ICT and are unable to loan equipment from school.
- Make arrangements for teachers and TAs to regularly contact all children by telephone (if no appropriate ICT).
- Staff to prepare online lesson plans and deliver throughout period of lockdown.

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?

Our curriculum approach will focus on the core skills of reading, writing and maths alongside nurturing the varying needs of children's emotional and mental welfare.

Personalised learning using online and home learning packs will be provided for those pupils identified on the school provision map. Their progress is checked through weekly phone calls from the class teacher/school SENCO/SLT.

Identified gaps in pupils' learning to be developed through home learning

- Reading fluency, accuracy and stamina
- Number facts and quick recall and application of calculation methods.
- Verbal reasoning and problem solving skills
- Ability to write simple and compound sentences that are correctly punctuated
- Ability to write for a purpose
- Non negotiables – handwriting, presentation, spelling, times tables
- Recall and application of known sounds to decode words
- Manners and social awareness through an online platform
- Stamina and resilience – working routines, patience and emotional stability

Introducing new learning

- New learning will be introduced using Griffe Field pre-recorded lessons as well as government approved/recommended providers including Oak Academy, BBC Bite size and White Rose.
- Espresso and MyMaths will also be used, the children are already familiar with these platforms.
- Times Tables Rock Stars will be used (in Key Stage 2) from the beginning of February. This is a new platform for the children.

Approaches to curriculum design beyond the core subjects including rationale:

- Continue to deliver the key stage learning theme remotely online to include a range of activities from the foundation subject curriculum. This will support the wider learning of those pupils who are learning from home.
- Outdoor learning will be promoted as part of the weekly online learning timetable.

Linkage to any other DDAT schools around curriculum (What and why plus desired impact):

- Be open to collaboration with other schools if opportunities arise on an online/remote basis.
- In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the headteacher will assess this need, keeping pupils' best interests in mind, and will not make the decision lightly.

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	A minimum of 4 hours per day in Key Stage 2 A minimum of 3 hours per day in Key Stage 1
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Accessing remote education

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

- By 9.30am each morning the class teacher will submit a list of the day's activities and resources on Teams
- Activities will be a blend of practicing skills and introducing new knowledge
- Each activity will have a timescale for how long we expect your child to work on it-this will be roughly equivalent to what they would do in class
- Each activity will have the required instructions
- Pre-recorded explanatory videos may be used to support learning and introduce new concepts and knowledge
- Where teachers are creating video content, they will film their slides taking account of safety protocols
- Teachers will set times and send Teams invites for groups of up to a 1/3 of the class at a time, to meet with the teacher. These meetings are to check well-being, provide any further explanation of tasks and correct any misconceptions/errors.
- Further Teams meetings may be held during the school day with invited groups as required. Teams meetings will be a maximum of 30 minutes.

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:

- Identify any children who do not have access to any IT at home to enable effective home learning.
- Consider loan of equipment to children identified above.
- Issue loan agreements to parents and carers of children with no access to IT
- Prepare hard-copy packs of home learning for any children who cannot access IT and are unable to loan equipment from school.
- Make arrangements for teachers and TAs to regularly contact all children by telephone (if no appropriate IT).

How will my child be taught remotely?

The high quality education we have designed is a mixture of specific teacher input and intelligent software to set a learning pathway planned to continue the educational progress of all children. Well-being, creativity and physical education are equally important within our remote learning curriculum design.

Teachers will feedback to the whole class and individuals via Teams and the remote learning offer will be aligned with the curriculum that would normally be taught in school.

For teacher input, teachers will select the most appropriate method to explain new concepts. This may include videos or pre-recorded slides with a voice over.

The school will use a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school will use a combination of:

- Microsoft Teams
- Work booklets
- Current online learning portals eg. Oak Academy, BBC Bite size, Espresso and MyMaths
- Educational websites
- Reading tasks
- Pre-recorded video or audio lessons
- Past test papers

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?

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.
- Pupils will be present for remote learning by 9:30am and cease their remote learning at 3:30pm from Monday to Friday, with the exception of breaks and lunchtimes.
- Parents will inform the school office no later than 9:30am if their child is unwell.

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

Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work.

- Work will be monitored during the school day (9.00am-3.30pm)
- Staff will acknowledge work and provide feedback as detailed on the daily information sheet
- Staff will monitor engagement. If your child has not engaged, teachers or TAs will contact you to check you can access work

All school work completed through remote learning must be:

- Finished when returned to the relevant member of staff
- Returned on or before the deadline set by the relevant member of staff (we understand you are organising schooling and working from home, just let us know if deadlines are an issue)
- Completed to the best of the pupil's ability
- The pupil's own work

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:

- Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the headteacher as soon as possible.
- Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.
- The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

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:

- Liaising with the school's IT support to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.
- Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.
- Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats.
- Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school by prior arrangement.
- Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
- The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.
- Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

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?

- At the end of the first day of isolation teaching staff will upload meaningful and ambitious assignments reflecting the days learning in class.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high quality curriculum resources, including through educational videos.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school.
- Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents if the child is not completing their schoolwork or their standard of work has noticeably decreased.
- Senior Leaders will follow up contact with parents where pupils fail to engage with their online learning, and/or where parents fail to respond to the class teacher.

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Appendix 1
Example of daily teaching and learning

Griffe Field Primary School Remote Learning Year 4			
Monday 11 th January 2021			
This planning sheet contains all the information you will need to access remote learning as well as when to submit work and feedback you will receive. Children should be ready to learn at 9am each day. Please ensure pupils have regular screen breaks.			
If your child is ill please report this to school in the normal way. 01332 515718		If you are struggling to access work please contact school.	
Reading – 1 hour		Physical Health-30 mins	
Input	Listen to the story Little Red by following this link	Go out for a walk and keep an eye out for any animals. Can you keep a tally in your head of what you have seen?	Complete today's Jo Wickes live work out by following this link
Practice	Clarification - Using a dictionary or online search engine to clarify the words from the story.		
Share	Send your completed work back by 4.30pm		
Feedback	Your work will be acknowledge.	Mental Health/Well-being- 15 mins	
Writing – 20 mins		Lie with your back on the floor and place a soft toy on your tummy. Breathe in and out slowly and deeply and try to concentrate on the way your toy rises and falls with your breathing.	
Practice	Choose 5 words from this week's spellings and put them into super sentences.		
Share	Upload a word document or a picture of your spellings. Send your completed work back by 4:30pm		
Feedback	Your work will be acknowledge.		
Maths – 1 hour		Weekly spellings	Don't forget
Input	Go through today's lesson by following this link	creature culture feature fracture fixture future lecture mixture moisture nature pasture posture puncture sculpture structure texture torture vulture picture treasure	This week we will start having Team meetings. You will receive a notification as to when yours is, so keep an eye out. It will be lovely to talk and see your faces again.
Practice	Complete the worksheet.		
Share	Either type your answers on the word document provided or upload a picture of your work. Send your completed work back by 4:30pm		
Feedback	Your work will be marked.		
Topic- 1hr			
Input	Watch the Espresso video called The Romans Invade by following this link (click on the word link)	Reading for pleasure- 15mins	Practice your 2 x tables, use it to help you work out the 20 x tables - 15mins
Practice	Answer the questions. You may need to watch the video more than once.		
Share	Send your completed work back by 4:30pm		
Feedback	Feedback will be given via Teams		