



Countess Gytha Primary School

**Remote education provision: information
for all parents (Version 1)**

8th January 2021

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Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or guardians about what to expect from remote education at Countess Gytha Primary School in terms of our remote education provision, This will apply at those times when local or national 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. Please bear with us during these times and be assured we will communicate with all once our full provision is ready.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

- Remote work packs were available to collect from the school on the first day of the third National Lockdown (5.1.21). These packs were also uploaded to the school website, to be accessed from home, on the same day. Each pack contained English and Maths daily activities, alongside Foundation subject challenges, which included a daily activity for the first ten days.

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 remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, the remote packs will include revisiting key concepts and skills to ensure these are continuously understood but there may also be new concepts, especially in Mathematics and Science, that will require careful explanation of strategies, and these will be done using online video sessions that are uploaded for parents to access in Tapestry.

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	<u>EYES</u>
	3 hours
	<u>Key Stage 1 (Years 1 and 2)</u>
	3 – 4 hours
	<u>Key Stage 2 (Years 3, 4, 5 and 6)</u>
	4 hours
	These timings for all Key Stages take into account the daily live session to introduce the day (Mon-Wed), lesson video session (Thursdays) and Friday assembly, Maths and English activities, a Foundation subject activity, alongside daily reading, times table practice and a wellbeing activity.

Accessing remote education

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

- Daily online sessions to introduce the day's content of remote learning activity for each year group on a Monday, Tuesday, Wednesday, Thursday and Friday will be accessed via Zoom.
- Loom lessons will be recorded and shared with parents daily through Tapestry.
- Friday assemblies will also be accessed via Zoom.

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:

- All learning packs for every year group can be printed and collected from the school. Please email the school email address by the deadline set if you require a pack to be printed.
- The Government has announced a scheme to temporarily increase data allowances on mobile devices to support disadvantaged children who do not have broadband at home, cannot afford additional data for their devices, or they are critically extremely vulnerable and are facing restrictions that prevent them from going to school. If you would benefit from this Government initiative, please contact Miss Gregory our Early Intervention Officer for further information through her direct email address: earlyintervention@manorourt.ppat365.org or by phoning the school office (01460 62350) and asking for her to call you.

How will my child be taught remotely?

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

At Countess Gytha, we will use a range of approaches to teach pupils remotely. These will be slightly different depending on the age of the child, but may include:

- Printed paper packs produced by teachers (a work-pack for every year group).
- Live sessions (every Monday, Tuesday, Wednesday, Thursday and Friday morning to set the day's learning and to answer any questions).
- Recorded teaching to be accessed daily through Loom
- Recorded teaching from Government recognised contributors (for example, Oak National Academy lessons, BBC programs, Bitesize videos)
- Setting tasks from CGP work books
- Commercially available websites supporting the teaching of specific subjects or areas
- Live assemblies on Fridays to celebrate and share the weekly tasks set.

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 our pupils to engage with the remote education we have set. The daily live sessions on a Monday, Tuesday, Wednesday, Thursday and Friday will provide the opportunity to ask questions and clarify any misconceptions about the tasks to be completed for that day.
- Depending on the age of the child and the task set, some work will need to be supported by parents and carers while other challenges will be able to be completed independently.
- Parents are encouraged to send their completed children's work via Tapestry for our Foundation pupils, or in photographs that can be shared on our Facebook page.
- We recommend that parents have a set routine for the day to support their child's education. For example, a typical day could look like this: watch the live session (Mon, Tue, Wed, Thursday & Friday) or teacher Loom lesson followed by a Maths or English activity. Then a break before continuing with the other Maths or English activity before lunch. In the afternoon, complete one of the Foundation Subject activities or a PE based activity, if safe to do so. Daily reading is actively encouraged and could be completed at any time of the day.

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

- Daily live Zoom sessions will enable teachers to deliver the expectations for the day and answer any questions from pupils or parents.
- Teachers will make fortnightly phone calls to parents to offer support and guidance. These may be weekly depending on the needs of the pupil.
- Parents are actively encouraged to send back any completed work via the tapestry account which teachers will be checking twice a day, and then be able to reply to, or they can send photographs to the Countess Gytha Twitter page.
- Weekly live assemblies on Zoom on Fridays will celebrate pupils' engagement with remote education.

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:

- We will provide answer sheets to the activities as necessary in each of the work-packs, so you will be able to mark and assess how your child has got on. Any misconceptions or questions can be addressed in the daily online Zoom sessions.
- Completed work can be emailed to the tapestry, where we will give a brief comment in reply or alternatively a pupil can choose their best piece of work and send it in to us via tapestry or school email address.
- Live assemblies on Fridays will provide the opportunity to share best work that has been completed during the week.
- Year group emails will be checked twice daily to offer support or guidance.
- Fortnightly phone calls will provide the opportunity to discuss your child's needs (they may be weekly in some circumstances).

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:

- The fortnightly work-packs emailed or printed will contain subject material suitable for your child's age and ability. This will include differentiated activities as necessary.
- Where there is a particular need, extra resources may be provided (e.g. pencil grip, scaffolding mats, extra reading books, etc).
- Teachers will make fortnightly phone calls to parents to offer support and guidance. These may be weekly depending on the needs of the pupil.
- Mr Talmage (Head Teacher), Mrs Thompson (Head Teacher) or Mr Fremlin (senior teacher) can be contacted via the school address and can call you back as soon as possible.
- To support families to deliver remote education for younger pupils, for those in Reception, we are also sending links to 3 pre-recorded lessons a week: a mix of phonics, Maths and stories.

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 the current National Lockdown has ended and pupils may safely return to school, there may still be children who have to self-isolate at home. These children will be given work-packs to complete at home, either via email or printed and delivered to their home address. Their packs will be meaningful and will mirror the work completed at that current time in their class at school. The class teacher responsible for that pupil will ensure there is close communication via email or phone calls to provide feedback on the work given.

Luke Talmage

Friday 8th January 2021