Remote Education: Information for Parents

This information is intended to help pupils and parents or carers understand what to expect from remote education if pupils are required to remain at home for reasons related to Covid-19.

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?

- Families will be able to access a list of learning resources detailed on the school's website, publicly available. Parents have this information in the 'Remote Learning: Parent Information Pack'

- Families are able to access the bank of resources on our Teams Classroom, accessed via individual log in (child's O365 account. Parents have this login via email and laminated print out.

- Families will continue to be able to access Collins Connect online reading books (Big Cats), providing levelled texts with the same phonics progression as in school and other quality levelled texts, via individual log in. Parents have this login via letter.

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?

- To support children and families with a typical 'in school' routine, we provide the same timetable as the children would have in school. Parents have this information in the 'Remote Learning: Parent Information Pack', via weekly email and within the Teams Classroom.

- We teach the same curriculum remotely as we do in school, detailed clearly on the timetable.

- We teach the same curriculum remotely as we do in school for phonics, maths, writing and PSE. We have needed to make some adaptations in some subjects. For example, some subject activities such as 'creative development' or 'physical development' are set as selection activities.

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 learning (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Number of hours	We timetable for 5 hours of activities- live inputs, set activities and selection activities- from 9.00-15.15, with the children's normal lunch break and yoga time of 75 minutes (yoga link provided). *Our offer intentionally exceeds the legal minimum requirement of 3 hours to match typical school hours to support routines for children and families.*
Breakdown of hours	We provide a detailed timetable of activities. In summary this is broken down as follows: 9.00-9.30 Registration and phonics input- **live;** 9.30-10.00 Phonics activities- link provided; 10.00-10.30 Reading input- **live;** 10.30 Reading activities- link provided to online books; 11.00-11.30 Literacy/ Maths input- **live;** 11.30-11.45 *Break* 11.45-12.15 PSHE/Assembly/Singing/ Circletime- **live** 12.15- 13.30 *Lunch and yoga* 13.30-15.15 Activities provided for other subject areas *whilst* Teaching Team run **live** small group sessions (two 30 minutes sessions per week, per group) and FaceTime calls for one to one check ins.

Accessing remote education

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

We use Microsoft Teams and have our own online Classroom on Teams.

We also use Tapestry, our online learning journal.

Information on access – guidance and personal login- is provided directly to parents.

Parents have this information in the 'Remote Learning: Parent Information Pack', links to location on website:

http://greenparkvillageacademy.org/home-learning/

http://greenparkvillageacademy.org/learning-links/

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:

- If families indicate (via the questionnaire we send out or via communication into school) that they do not have suitable online access, a learning pack would be provided to the child. This would be a selection of activity sheets, with a copy of a suggested timetable. Teachers would give verbal feedback on the weekly FaceTime call. Written feedback can be provided post submission to the Teaching Team via post of collection of work (in line with health and Safety measures in place).

- *Please note that the government does not fund devices for Early Years or Key Stage 1 children.*

How will my child be taught remotely?

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

Our remote learning timetable incorporates a range of approaches:

- Live teaching (online lessons), with use of Microsoft Teams for whole class and small group session

- Recorded teaching made by school teachers and other teachers

- Online reading books

- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

- Teacher devised practical activities linked to areas of learning

- Learning feedback/ pastoral check in calls via FaceTime

- Feedback provided on observations on Tapestry (our online learning journal)

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 encourage all children to follow our timetable, where they are able to, and to join our online sessions, where they are able to

- We ask that parents support their child by supporting to access online sessions and activities, prompting focus and uploading photos and comments to Tapestry on a daily basis.

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

- We monitor attendance to sessions on a daily basis
- We engage on Tapestry on a daily basis and make response to all observations submitted by parents
- We check in by phone call to parents if we observe that children aren't attending online sessions (continuation of 'first day calling' for attendance to school)
- One to one FaceTime calls give us opportunity to communicate with parents. We will also communicate by email and through phone calls

How will you assess my child's work and progress?
Our approach to feeding back on pupil work is as follows:

- Verbal feedback is given in each live input session- we run whole class and small group sessions
- Task are set after each live input and personalised tasks set after the small group sessions, where more detailed feedback is given (where uploaded on Tapestry)
- Feedback is given to all Tapestry observations posted
- To give written feedback, the Teaching Team are reliant on parents uploading observations to Tapestry.

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:

- We have structured our approach to include engaging sessions- live, pre recorded and online
- We have included a range of learning styles or approaches in the types of activities devised for the activities selection
- We have included small group sessions, which are personalised to the group and individual needs of children
- We are in regular communication with parents and can adapt our approach- type of activity/ type of session to respond to the needs of individual children
- *Where possible, we invite our children with SEND needs (ISP/IEP in place and regular reviews with active parental / school partnership) to attend provision held in school*

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?

Live sessions will not be able to occur for children who are self isolating whilst their peers are in school (due to capacity required for supervision of children in school).

A timetable will be provided to support the structure of the day, signposting parents to a range of activities and resources they can access.

Personalised activity sharing will occur over Tapestry, where parents engage with uploading observations and completing activities, as activities set will be set in response to ongoing learning at home.

In addition:

- Families will be able to access a list of learning resources detailed on the school's website, publicly available. Parents have this information in the 'Remote Learning: Parent Information Pack'
- Families are able to access the bank of resources on our Teams Classroom, accessed via individual log in (child's O365 account. Parents have this login via email and laminated print out.
- Families will continue to be able to access Collins Connect online reading books (Big Cats), providing the same phonics progression as in school, via individual log in. Parents have this login via letter.

Further Information

- Direct link to our 'Remote Learning: Parent Information Pack'

http://greenparkvillageacademy.org/wp-content/uploads/2021/01/GPVPA-Remote-Learning-Parent-Information-Pack-v2.1.pdf

- Direct link to an example of a weekly timetable:

http://greenparkvillageacademy.org/wp-content/uploads/2021/01/Remote-Learning-Weekly-Timetable-Term-3-Week-2-w.c-11.1.2021-1.pdf