

Remote Learning Offer

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.

Please note that our named senior leader who oversees Remote Learning is:
Caroline Jefferis, Assistant Head

A pupil's first day or two of being educated remotely might look different from our standard approach; this enables us time to ensure all necessary actions are taken to prepare for a longer period of remote teaching. This will include auditing which staff we have available to provide remote learning at that particular time, and updating records of which pupils require the loan of school technology.

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

Please see your child's class page on Google Classroom, which outlines activities for your child to engage with while we take the necessary steps to set up remote learning. An overview of activities, for each year group, is outlined below.

Year Group	Activities available on Google Classroom
Early Years	Guidance for daily activities while isolating which outlines reading for pleasure, Number activities, Phonics, and activities linked to Personal, Social and Physical Development.
Year 1 and 2	Guidance for daily activities while isolating which outlines activities for phonics, reading for pleasure, grammar activities, Maths and spelling.
Years 3, 4, 5 and 6	Guidance for daily activities while isolating which outlines Fast Maths, reading for pleasure and spelling.

All resources for the activities are also available on Google Classroom and can be completed on paper by learners. If paper copies of the activities are required, we ask that this is communicated via the class email address.

Most class email addresses start with the *name of the class* followed by @partnersinlearning.co.uk, e.g. fir@partnersinlearning.co.uk. The *exceptions are: Ash, Birch and Cedar classes* which start with the *name of the class* followed by *...bl* at @partnersinlearning.co.uk, e.g. ashbl@partnersinlearning.co.uk.

Remote Learning Offer

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?

When a class, year group bubble closes or the school is asked to close, we endeavour to teach broadly the same curriculum remotely as we do in school, wherever possible and appropriate. At times, it may be necessary to make some adaptations in some subjects. For example, we may use internet based videos in the place of a P.E. lesson or adapt Science lessons.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

As outlined in the Government Guidance:

“The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently.” [Restricting attendance during the national lockdown: schools \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/85463/Restricting_attendance_during_the_national_lockdown_schools.pdf)

In line with Government Guidance, we will provide remote education (including remote teaching and independent work), which will take pupils broadly the following number of hours each day:

Early Years	Government Guidance indicates ‘Key Stage 1: 3 hours a day on average across the cohort, with less for younger children’ and we therefore provide 2.5 to 3 hours a day.
Key Stage 1	As per the Government Guidance, we will provide 3 hours a day, on average, across the school cohort.
Key Stage 2	As per the Government Guidance, we will provide 4 hours a day, on average, across the school cohort.

A suggested outline for a learner’s day is available on the School website under the tab *Learning, Remote Learning*. Select attachment ‘suggested daily timetable’.

Accessing remote education

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

We use Google Classroom as our Virtual Learning Platform for remote learning and Early Years predominantly use Tapestry. All children have been provided with a Google Classroom login, and parents and carers are asked to read and electronically agree to the Remote Learning Agreement prior to their child accessing any live interactions with staff. A copy of the agreement can be accessed on our school website under *Learning, Remote Learning*. Select attachment ‘Remote Learner Agreement’.

Remote Learning Offer

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

We recognise that some pupils may not have suitable online access at home due to access to a suitable device or bandwidth. We take the following approaches to support those pupils to access remote education:

Laptops:

For any children that do not have access to a suitable device at home, we are able to loan a school laptop. Once agreed by the Headteacher, devices can be collected from school or delivery can be made. We ask that the parent completes a 'Student Device Responsibility Form' on receipt of the device. The device will be returned with the form at the end of the isolation or school closure.

Please note that, in the event of a full school closure, the Government Guidance advises that your child may be eligible for a place in school if they do not have a suitable device or space to work at home.

If you wish to discuss this, we ask that you contact the School Office, via email or telephone, and a member of the team will contact you to discuss the support we are able to offer at that time.

If your child is not able to submit work electronically through Google Classroom, Tapestry or the class email, we ask that this is sent into school, where it can be quarantined and then looked at by a member of staff to provide feedback.

Internet access, Mobile data and bandwidth:

The DfE is working, in partnership with mobile network operators, to help schools support disadvantaged pupils in Years 3 to 11, who rely on a mobile internet connection when their face-to-face education is disrupted by coronavirus (COVID-19).

Disadvantaged families may be able to benefit from free increases to their mobile data, if they are a customer of either:

- EE
- O2
- Sky Mobile
- SMARTY
- Tesco Mobile
- Three
- Virgin Mobile
- Vodafone

More providers may join the scheme soon.

The amount of data available to families will vary by provider. Data will be increased until the end of July 2021. Schools, Trusts and local authorities will be able to [request these free mobile data increases for families during the Spring and Summer 2021 Terms](#), if they are experiencing disruption to face-to-face learning.

Remote Learning Offer

If your child is unable to access Remote Learning, due to internet capabilities at home or issues with mobile data and bandwidth, we ask that you make contact with the School Office, so that we can offer further support and guidance.

Printed copies:

In the event that your child is unable to access Google Classroom or requires personalised work, we will discuss with parents and carers, and provide necessary printed resources for children working remotely, as requested through the class email address. We will then arrange for printing and delivery at our earliest convenience.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely during class, bubble or full school closure:

- Daily live interactions via Google Meet.
- Pre-recorded teaching videos made by members of teaching staff.
- Daily work set via Google Classroom for Years 1-6 including worksheets and activities.
- Activities set, via Tapestry for Early Years, including supporting documents such as worksheets and activities.
- Printed paper packs produced by teachers – as agreed for individual learners.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

Please note, in the event of a class, bubble or whole school closure, we will provide more specific details about exactly what we will be able to offer, and this will be dependent upon the staff that are available and fit to work, however, please see an example of our offer below.

Type of resource to be provided	Early Years	Key Stage 1	Key Stage 2
Work set on Google Classroom	The plan, which covers all 7 areas of EYFS with activities, is set on Google Classroom to support parents/carers to plan for the week ahead.	<u>Daily</u> Maths English Phonics <u>Weekly</u> Reading activities Spelling Wellbeing activity P.E. Learning linked to the class topic, e.g. Science, Geography.	<u>Daily</u> English Maths Fast learning (for specific year groups) <u>Weekly</u> Reading activities Spelling Wellbeing activity P.E. Learning linked to the class topic, e.g. Science, Geography.

Remote Learning Offer

Live Interactions Once a day	<u>For example</u> Phonics Story	This is flexible to fit with the needs of the learners. For example, phonics games, bingo, wellbeing activities etc.	This is flexible to fit with the needs of the learners. For example, marking and feeding back on learning, going through misconceptions that have arisen that day, wellbeing activities etc.
Pre-recorded video	Daily phonics and Maths video. Throughout the week, videos that cover other areas of learning.	English and Maths video	English and Maths video
Assemblies	For example, Star of the Week assembly		

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?

Our aim is to ensure that all children are able to access remote learning as fully as they are able, to ensure that they miss the least amount of education during self-isolation or a school closure. As a school, we understand that families face different challenges, when their child is learning remotely, and we will work closely with a family to offer support and guidance with the learning that is being set.

For Years 1-6, work is set daily for the children, via Google Classroom, under the 'Classwork' tab. Activities for Early Years are shared, via Tapestry, with teaching videos uploaded daily.

We ask that work is submitted daily, via Google Classroom, Tapestry or the class email address. Parents and carers are asked to make contact if this is not possible, so that we can work with them in agreeing a suitable system.

Please see our 'Remote Learning Agreement' on the school website under *Learning, Remote Learning*, for further details of how we ask learners to be supported at home. Please note, this will be dependent upon the age and stage of the individual learner and their circumstances at home.

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

- Just as when the children are in school, we have a legal responsibility to ensure that all children are safe and accessing education.

Remote Learning Offer

- For this reason, when a class or Year Group bubble may need to isolate, or in the event of a whole school closure, we ask that work is submitted daily, via Google Classroom, Tapestry or class email. In the event that we do not receive any learning, we will make initial contact from the class email to offer further support. If we do not get a response, we will then follow up with a telephone call to the parent/carer.
- If we are unable to contact a parent/carer by telephone, we will send an email or text from the School Office. If we are still unable to make contact, then a home visit will be carried out by a member of Designated Safeguarding Team and an additional member of staff.
- We ask that, if a child is struggling to access their learning, the parent/carer contacts us as soon as possible, so we can work together to support the child.
- Where we feel it is appropriate to do so, a wellbeing call to the learner and their family will be made by a member of staff to offer support.
- Additional calls may be made to learners, as we see necessary, to offer support to them and their family.

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, may also be used as effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Feedback via Google classroom, Tapestry or class email.
- Verbal feedback during live lessons and telephone calls to learners.
- We will provide feedback on one piece of Maths and one piece of English.

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:

- Adaptations to work set, in line with Individual Learning Plans and Provision Documents, and as it would be in school, allowing for differentiated learning.
- We have class email addresses, which allow parents and carers to contact class teachers regarding any learning queries.

Remote Learning Offer

- The Student and Family Support (SAFS) team, which is made up of the Inclusion Manager and Learning Mentor, will make contact with parents of children with the highest special educational needs, via email and telephone, to discuss individual and specific adjustments that may be required to the timetable and work set. Parents and carers can make contact, via the School Office, should they need additional support.
- Learners with an EHCP will be offered a place in school. If they choose not to attend school, the class teacher will offer adapted work as above.
- For all learners who have an EHCP, the SAFS team will write a risk assessment to analyse the provision and offer an alternative, if required. These plans will be co-produced with parents and carers, and a final copy will be made available to parents and the West Sussex SEN Planning Co-ordinator.

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?

In the event that a child may need to self-isolate, as they or a member of their household are exhibiting Covid-19 symptoms, or their parent/carer has been contacted by Track and Trace and advised that their child is to isolate, we will provide the following within the outlined timescale below:

- On Day 1 that the school is notified, the office will inform the class teacher/s, who will then set work, via Google Classroom or Tapestry, by the end of the school day, for the child to complete if they are well (minimum of two days' work).
- For Day 1, the child can complete work that is in the 'self-isolation' tab on their Google Classroom page, until the teacher is able to notify the parent, via email, that the work, in line with the class work, is set up on Google Classroom.
- The class teacher will provide feedback to the child, via Google Classroom, Tapestry or the class email. Please note that, as they are in class teaching, this will be sent after school.
- A member of staff will make a check-in phone call, if the child has been off for more than 4 days.