

Greenslade Primary School

Remote Learning Provision

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 where national or 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 page.

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?

If your child has been asked to stay at home because their class bubble has been shut or because there are local or national restrictions in place, then your child will have immediate access to our online learning platform 'Google Classroom', where work will be posted on a daily basis by their class teacher. The class teacher will post new work each day, and where possible, will ensure that lessons build on prior skills and learning. They will provide modelling and explanations where possible via pre-recorded videos.

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?

In the case of entire cohorts working from home e.g. if a class bubble has been shut or there are local or national restrictions are in place, then teachers will teach the same curriculum as we would be doing in school wherever possible and appropriate. However, there may be instances where teachers have needed to make some adaptations in some of the subjects. For example, teachers may not always follow the school's usual literacy units if they are too complex to teach remotely. Instead, they may use other learning tasks which are more conducive to remote delivery and which they feel they can model more effectively online as opposed to face-to-face teaching in the classroom. Some of the more practical elements of other subjects such as Science may be more difficult to teach remotely and teachers will focus on those elements of the subjects they feel they can effectively model or explain remotely.

Each day, teachers will prioritise the teaching of English and Maths to ensure that key skills in these subjects continue to be embedded and developed. Lessons will comprise of a combination of revisiting previously learnt skills and new content. Often, teachers will focus on skills which can effectively be taught remotely through modelling in short chunks

via video, for example, phonics, spelling, handwriting, grammar and Maths fluency. Teachers will also provide a selection of other subjects throughout the week.

For children in the Nursery, learning activities will be posted on a weekly basis.

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:

Key Stage 1	3 hours (this may be less for younger children)
Key Stage 2	4 hours.

We appreciate that situations for each family will be very different. We are very aware of the challenges that remote learning creates with respect of physical space to work in the in the home, the fact that parents may be also working at home, there may be competition for use of devices and need for parents and carers to be supporting a number of children all trying to access learning at one time. Some children may choose to start their work at 9:00 each day and work through their lessons as they would if they were in school. However, we appreciate that not all pupils are able to have access to devices all day and may need to complete their work as and when they have the opportunity to. For this reason, we believe pre-recorded content is the best way for our children to access their learning. It means families have the flexibility to access the learning when it is convenient for them to do so.

Accessing remote education

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

Greenslade Primary School uses 'Google Classroom' as a platform for remote learning. Every child from Nursery to Year 6 will be provided with their own login details via email and information about how to access the virtual classroom is provided via email and the school website. Families experiencing difficulty accessing 'Google Classroom' using their login details should contact the school and staff will support with the logging in process.

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:

- Families are encouraged to inform the school if they have difficulties accessing 'Google Classroom'. The school will try to provide access to appropriate devices where they can.
- Families are encouraged to inform the school if there are any issues with regards to accessing an internet connection. There are certain avenues we can pursue to support with this.
- Where possible, the school will assist with provision of printed copies of some of the learning materials. For example, copies of White Rose Maths booklets. Families are encouraged to contact the school to inform us of their needs. However we don't follow textbooks exclusively and therefore families still need input from teachers e.g access to videos.
- We are aware of the challenges created for families without internet access in terms of receiving feedback on their learning so will do all we can to support getting internet connected as a matter of priority.
- The school will make every endeavour to contact families who seem to be having difficulty accessing the online platform to discuss ways in which these issues can be overcome. This is most frequently in the form of phone calls made by members of the SLT, class teachers or members of support staff.

How will my child be taught remotely?

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

- Pre-recorded lessons made by the teacher. These videos can be paused and replayed by students at their own leisure.
- Providing links to other high quality pre-recorded content such as the Oak Academy, BBC Bitesize and White Rose Maths.
- Follow-up tasks which require the pupils to practise their skills e.g. reading stories for pleasure, reading comprehensions, quizzes, worksheets, writing tasks, dictations, handwriting practise.
- Other assignments such as re-enacting a story, creating pieces of art, following a fitness video, listening to pieces of music.
- Teachers may also guide pupils to websites to practise their skills, for example games for practising times tables, number facts and phonics.

- Teachers and leaders in the school will also post videos of stories or poems being read on a regular basis. It is important that children continue to read or hear stories being read during the time they are not in school. Our Reception and KS1 classes have access to the Bug Club website where they can access a bank of e-books.
- The school will provide opportunities for children to come to school to exchange reading books.
- Teachers will avoid giving too many 'long-term or research activities' as we know these are harder for children to follow at home. We appreciate that children respond best to having clearly modelled tasks which are presented in shorter chunks and definitive tasks to complete each day.
- For those children who usually attend guitar, recorder and choir lesson, we also post video sessions via 'Google Classroom'.
- We will provide paper versions of as much of the learning as possible where this is the best way to support children with their learning.

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 families to engage with 'Google Classroom' regularly and where they aren't, the school will contact families to find out how they can be further supported in doing so.

Class teachers log in to 'Google Classroom' every day and are able to see who has engaged with the work that day. Teachers have the capacity to provide children with 1:1 feedback via the private messaging function on Google Classroom. Pupils and Parents may also use this function to message teachers with any queries or concerns. We are also looking into the possibility of providing voice note feedback for pupils via 'Google Classroom'.

Teachers aim to respond to work on the day it is submitted. We appreciate that not all pupils are able to access devices during school hours to complete their work, so teachers will look at work the following day if work is submitted later. However, teachers will not guarantee to provide feedback for work submitted beyond the next day. Feedback from the teacher will not always be in the form of extensive comments.

Teachers may also provide more general feedback to pupils via follow-up videos for the whole class, for example addressing common misconceptions.

Sometimes, teachers will provide answers to assignments so that children can self-mark their work.

Tips for supporting your child with remote learning:

- Set a schedule that works for you and your family.

- Whilst we know it can be difficult, try to ensure the environment at home is conducive to learning.
- Please don't be tempted to do the work for your child! Let your child submit back work that contains their errors. In that way, we are able to assess your child's understanding of the task and provide more support if necessary. It is important we have an accurate picture of what your child is able to do as independently as possible.
- It is important you encourage your child to watch any guidance videos carefully before attempting the learning task. The videos will include models, top tips and guidance about how to carry out the learning tasks.
- Please encourage your child to have regular movement breaks. Get some fresh air, have a drink or a snack, do some exercise. Learning in front of a device everyday can be tiring so it is important that children have regular breaks from the screen.
- Provide lots of praise and encouragement. You may need to adopt a 'now and next' mindset. For example, '**Now** we are going to do 30 minutes of reading. **Next** you can play in the garden.'
- Ensure you contact the class teacher via the private commenting function of 'Google Classroom' if you have any questions or need support. Feel free to also call or email the school and a member of staff will call you back.
- Lastly, be kind to yourselves. If your child cannot complete all of the work each day, do what you can. Ensure that remote schooling is balanced with quality family time doing and enjoying other things.

How will you assess my child's work and progress?

Teachers are working to develop their ability to use tools to assess children's progress including exploring the use of self-marked quizzes.

Additional support for pupils with particular needs

We are aware that it can be challenging for all of our children to access the learning being provided for other children in their class. Staff have found it harder to differentiate for all children using remote learning techniques. In certain circumstances, where it is appropriate, children are invited to carry out the learning being provided for a younger class if it more accurately matches the needs of that child. Teachers may add pupils to other classrooms to support with differentiation.

Children with an EHCP are contacted weekly via email or telephone. Physical resources are provided for home use where appropriate.

Therapy sessions are continuing remotely. The speech therapist has contacted every child on the caseload to offer a telephone or video session to demonstrate ways to support continue with their child's programme at home if appropriate. Children with speech sounds programmes are offered direct work with the therapist on a fortnightly

basis. Children with EHCP are offered video sessions directly with the speech therapist weekly.

ASD outreach are contacting all parents if their child remains at home to support learning and offer interventions where appropriate.

VI team are contacting parents directly to offer adaptations of their ongoing work within the home. Children who received regular input will continue with this remotely whilst at home. Resources will be provided as needed.

The STEPS team are contacting all children on their caseload and offering advice and resources to compliment the learning on Google Classroom.

How will you work with me to help my child who needs additional support from adults at home to access remote education?

Many of our children with SEND are included within our “vulnerable group” and are coming into school each day to receive face to face learning opportunities.

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:

Our SENCO, works in collaboration with all class teachers to ensure all pupils with SEND are able to access the learning.

- Parents are contacted to discuss any concerns/difficulties they may be having. They can be offered a virtual video call to discuss technical difficulties they may be finding difficult.
- Parents are offered check in calls to reassure them and discuss strategies for supporting their child.
- Parents are provided with parent support information within the Royal Borough of Greenwich on a weekly basis if they wish to discuss issues with someone external to the school.
- Additional resources are delivered to home as needed.
- Children are invited to the class group appropriate for their ability as needed.
- Our learning mentor and classroom assistants may be directed to make regular calls home to talk parents or children through the work allocated.
- All classes provide a video or voice over to engage the child and explain the learning when this is appropriate and possible.
- Some families have been offered work packs/books to work through if the constant use of technology is too challenging or distracting.

- We understand younger children will require adult support to complete most activities. Therefore our teachers will try to keep the activities fun and play based as much as possible. They will provide videos and voice overs to allow the child to listen to how to complete the activity as much as possible.
- Our youngest pupils have been provided with packs containing practical resources and open ended projects.
- They receive a story with their teacher or the Headteacher every day to snuggle up and listen to.
- They will be offered the opportunity to participate in some virtual meetings with their teacher and classmates during which they may be encouraged to take part in a physical challenge, scavenger hunt or sing together.

Remote education for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

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.

In these instances packs of work have been created until the teacher has the opportunity to explore ways to share the learning being created in school with the individual child at home. Staff are constantly improving and updating their skills using the techniques and strategies being developed the current lockdown. These strategies will be appropriately employed to support home learning where this is possible.