

## Remote education provision: FAQs for parents/carers



### The remote curriculum

#### Q. What is taught to pupils at home?

- In the event of individual self-isolation or shielding, daily lessons will be uploaded to Google Classroom which span the curriculum. Lessons are closely matched to the curriculum delivered in school (lesson slides will be the same as those used in-school as far as possible).
- In the event of a class closure, the teacher will create a remote learning timetable for the week (with year group colleagues, where appropriate) – this will be as similar to that taught in-school for the parallel classes in the year group as possible. This must include subjects from across the curriculum. All learning will be uploaded via Google Classroom.
- In the event of a partial or full school closure as a result of local or national lockdown, the learning and lessons which are set on Google Classrooms should be the same learning/lesson content that is being provided to any children of critical workers and vulnerable children who it has been agreed can attend school. The teachers within the year group will create a remote learning timetable for the week – as similar to that taught in-school as possible. This must include subjects from across the curriculum. All learning will be uploaded via Google Classroom.

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

- Teachers are uploading all learning onto their Google Classroom daily so that lessons are immediately available to any child in the event of them needing remote education due to self-isolation, shielding or in the event of any class or school closure.

#### Q. 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. The lesson slides on Google Classroom are exactly the same as those used to deliver any learning in-school. However, we have needed to make some adaptations in some subjects which cannot as easily be delivered in their usual way remotely, for example, PE. For PE, we are referring pupils to online resources from Real PE (which is our usual PE curriculum) as well as recommending online tutorials such as “PE with Joe Wicks” and “Go Noodle” activities.

### Remote teaching and study time each day

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

- When school is open fully and a child is absent due to self-isolation or shielding, or in the event of a class closure, we will upload the full day’s lessons.
- In the event of a partial or full school closure as a result of local or national lockdown, we will ensure that our remote learning offer continues to provide the government specified minimum of 3 hours of learning a day for pupils in KS1 and 4 hours for KS2 pupils. There will be English, Maths and a foundation subject lesson each day.
- Pupils also have ongoing access to the learning platforms that we subscribe to and have previously given them logins for to develop fluency with mathematics, reading and spelling.
- Activities for pupils in the early years will be provided in line with their age and stage of development.

### Accessing remote education

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

- All of our pupils have been given a school G Suite for Education account (details shared in the autumn 2020 term or on their individual admission date if later) which gives them access to Google Classroom as well as a range of online tools such as Google Docs, Google Slides, Google Meets and Jamboard which we will use to deliver learning remotely.
- **There will be no expectation for families to print any resources/learning at home.**

**Q. 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:

- We have issued devices to disadvantaged pupils (those in receipt of Pupil Premium) in years 3 to 6, in the first instance, who do not have access to a device using our limited allocation from the government. Parents should contact Mrs Walford, Headteacher, via [office@hackbridgeprimary.sutton.sch.uk](mailto:office@hackbridgeprimary.sutton.sch.uk) with any questions.
- We have issued devices to disadvantaged pupils (those in receipt of Pupil Premium) in years 1 and 2 who do not have access to a device.
- We have supported families of disadvantaged pupils in years 3 to 6 to gain an internet connection or increased mobile data allowance, in line with government provision for such.
- Pupils can submit work by photograph to [office@hackbridgeprimary.sutton.sch.uk](mailto:office@hackbridgeprimary.sutton.sch.uk) if they are unable or unsure how to upload learning to Google Classroom.

**Q. How will my child be taught remotely?**

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

- Daily lesson slides shared on Google Classroom
- Loom videos to accompany lesson slides with explanation/demonstration
- Live teaching (online lessons) via Google Meet or School Cloud platforms
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Bug Club (online reading platform), Phonics Bug, Spelling Shed, Sumdog (maths platform), Times Tables Rockstars, PiXL timest ables and vocabulary apps which we subscribe to for pupil accounts and have already been using with pupils for a number of years
- Other learning platform logins shared with our school community such as Real PE, Charanga (music) and Linguascope (modern foreign language)
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

We will continue to expand on this where we add to our remote learning offer in the future with new platforms and/or subscriptions.

## **Engagement and feedback**

**Q. What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

**Staff expect pupils learning remotely to:**

- Be completing the remote learning set by the school during the school day – although they may not always be in front of a device the entire time.
- Complete learning tasks to the deadline set by teachers (consideration to personal circumstances and situation will always be considered).
- Seek help if they need it, from teachers or SLT – private messages can be sent via Google Classrooms, or parents/carers can email the school at [office@hackbridgeprimary.sutton.sch.uk](mailto:office@hackbridgeprimary.sutton.sch.uk)
- Alert teachers if they are not able to the complete the daily learning for any reason.

**Staff can expect parents with children learning remotely to:**

- Ensure that their child is engaging with the learning set by the school on their child's school Google Classroom account.
- Make the school aware if their child is sick or otherwise cannot complete their learning for any reason.
- Seek help from the school if they need it – use the help guides given out by the school to support remote learning. Private messages can be sent via Google Classrooms, or parents/carers can email the school at [office@hackbridgeprimary.sutton.sch.uk](mailto:office@hackbridgeprimary.sutton.sch.uk)
- Be respectful when making any concerns or complaints known to staff.

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

- If children are self-isolating or shielding, teachers are expected to contact the family after 48 hours to

ensure that the family are okay and that work is being accessed via Google Classroom.

- In the event of a class closure, SLT will contact families within 48 hours to ensure that the family are okay and that work is being accessed via Google Classroom.
- In the event of a partial or full school closure, teachers will make contact with the family after 48 hours where it is observed that the pupil has yet to engage with any of the remote learning via Google Classroom.
- In all circumstances, any pupil continuing to fail to hand in their remote learning will receive a further telephone call home from the teacher to discuss the issues the child may be facing, and a solution sought with the support of SLT where required.

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

- Teachers will provide feedback and comment on children's work via private message on the Google Classroom. The teacher will endeavour to comment on at least one piece of work a day.
- Staff are encouraged not to access their Google Classroom on a weekend or in an evening, unless they so wish to and this fits better with them. Parents/carers are advised that there may be a delay in responses to messages because of this and because of staff working their normal hours in-school during most closure scenarios, meaning that teachers have to wait until the end of the day to respond or wait for their PPA time. The exception to this would be if a class bubble is closed for self-isolation and then the teacher will respond during the school day.

### Additional support for pupils with particular needs

#### Q. 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:

- In all scenarios, teachers will provide support material and differentiated work for children with SEND and early acquisition English language learners, where appropriate.
- In the event of partial or full school closure, support staff will continue to support pupils that they would usually have delivered interventions to face-to-face by providing these remotely when requested by the SENCo or Headteacher. In this circumstance, LSAs, TAs and STAs will:
  - Prepare learning activities for the delivery of interventions remotely via Google Classrooms, Google Meet or School Cloud for those pupils that they would have ordinarily supported in school.
  - Contact the parents of the pupils that they will deliver remote interventions to, advising days/timings of sessions.
  - Create online resources to deliver intervention lessons throughout the week on Google Classroom. These will range from bespoke learning tasks, pre-recorded lessons/Looms and/or live lessons uploaded to individual Google Classroom accounts – the approach will vary according to the needs of the pupil concerned and the type of intervention being delivered.
  - Ensure that lesson slides are presented using Microsoft PowerPoint or Google Slides. Learning resources will be either Microsoft Word, Google Docs or Jamboard documents that can be editable if appropriate. PDF files will also be included as learning support resources if appropriate. **There will be no expectation for families to print any resources/learning at home.**

#### Q. How will you work with families to deliver remote education for younger pupils, for example those in Nursery and Reception

- In all scenarios, teachers will provide activities and links to other educational websites via Google Classroom to support the children's learning and education in relation to their age and stage of development.
- In Reception, there will be a focus on Phonics, with teacher produced videos to support phonics acquisition.
- Staff will also generate story and rhyme videos to promote and aid literacy and maths development.