

Gresham Primary School

Remote Learning Overview for Parents 2021

Additional information can be found on the 'Remote Learning 2021' webpage and within the school's Remote Learning Policy.

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?

- We anticipate that our remote learning offer will start with immediate effect; however, if this is not the case, pupils will be asked to spend the first day engaged in basic skills appropriate to their year groups.

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 will largely teach the same curriculum remotely as we do in school. The week will include the variety of subjects that children would typically learn. There are, however, likely to be changes to our intended *order* of content, due to some subjects requiring specific resources or being more effectively taught whilst attending school (particularly in PE and science). These lessons will be taught on return to school wherever possible.
- A full curriculum will be offered; however, in recognition that a typical day's learning has been reduced by at least one lesson, some non-core subjects will be offered as optional.

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	<p>3 ½ hours each day</p> <p>30min Reading lesson</p> <p>1-hour Maths lesson</p> <p>1-hour English lesson</p> <p>1-hour afternoon topic lesson</p> <p>Plus, independent reading, spelling practice and PE challenges through the week</p>
Key Stage 2	<p>4 hours each day</p> <p>30min teacher led reading lesson</p> <p>1hour Maths</p> <p>1-hour English</p> <p>1hour+ afternoon topic lessons</p> <p>Plus, independent reading, spelling practice and PE challenges through the week</p>
EYFS	<p>Approximal 3 hours - including scheduled lessons (see below timings) and tasks, learning through play and experience)</p> <p>20min online phonics session</p> <p>20min online review session</p> <p>20min online maths session</p> <p>15min story time</p> <p>In Reception, a lot of the learning takes place through ‘play’ where they are often unaware that they are learning. Any activities that are linked to specific skills, knowledge and understanding the children have been learning, activities to consolidate learning that has taken place and other activities to help the children work towards reaching their Early Learning Goals can be classed as learning time for your child.</p>

Accessing remote education

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

The school uses Google Classroom to provide live lessons, set tasks and assess work.

Each pupil has their own login for Google Classroom. Instructions on using Google Classroom can be found on the 'Remote Learning 2021' Gresham webpage.

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:

- Key stage 1 and 2 have staggered live lessons with the intention of reducing demand on shared devices.
- If your child does not have suitable online access, we have a small number of devices which can be lent to families. Those entitled to benefit related free school meals will be prioritised to receive school devices. Please contact the school office to make an application. Parents and pupils will need to read and sign a Device User Agreement form which can be requested through the school office.
- Wherever possible, teachers set activities which do not require printing. However, if printing is absolutely necessary and families cannot print from home, they are encouraged to contact the school office to request paper copies.
- Gresham has no allocation of routers that can be ordered from the DfE; however, we can make an application for 4G wireless routers if required. The school has to demonstrate evidence of need.
- The DfE recommends families check if they can get a free mobile data increase from their network provider before requesting a router.
- To request assistance with online access, please contact the school:
 - Telephone: 020 8657 1807
 - Email: administrator@gresham.croydon.sch.uk

How will my child be taught remotely?

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

Reading

- Four or five 30 minute live whole class teacher-led lessons each week. Some lessons will require activities to be completed after this 30minute lesson.
- Children are expected to continue to read to an adult on a regular basis (every day where possible).

Maths and English

- Daily hour-long live whole class teacher-led lessons. Whole class teacher input will be 20-30mins. The teacher will remain online for the remainder of the hour whilst pupils complete the associated task(s). Any pupil who may require support or who has a question can engaged with the teacher through the meeting during this time.
- Some independent activities may be set through the week. Where this is the case, written instructions or supporting online videos will accompany the task.

Other Subjects

- Other subjects will be delivered through a combination of live teacher-led lessons, commercially available websites (e.g. Oak Academy, Duolingo) and independent tasks with accompanying teacher instructions.
- PE poses a unique challenge to learn in the typical way at home due to a lack of resources and 'team mates' to learn with. Our PE lead provides teachers will short daily or longer weekly challenges which focus on personal fitness and skills.

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?

In this section, please set out briefly:

- We ask that families ensure their child has somewhere to learn, with the basic necessary equipment. Workbooks and stationery are available from the school. Please contact the school office to arrange collection.
- All children should be present for their lessons. If they cannot participate for whatever reason, we ask that parents contact the school. If pupils cannot take part a live lesson (and are well), we ask that they complete the classwork set.
- Older children (particularly juniors) should be able to engage in online learning relatively independently, although we do expect your child to be supervised, e.g. an adult in the same room or checking on your child regularly.
- Younger children are likely to require more parental support both in focusing during online lessons and using technology, e.g. to mute and unmute themselves.
- Teachers upload learning the day before to enable plenty of time for pupils to have what they need and be prepared for the day ahead. It would be beneficial to read through the tasks with your child the day before or in the morning before lessons start. Older children may be able to do this themselves.
- Teachers will make it clear on the instructions which tasks need to be submitted. Please support your child to submit their work - ideally after their lesson; latest 4pm. Teachers have a limited window for marking work and work submitted late will create a backlog of marking. Thus, work submitted past 4pm may not be marked.
- The set timetable runs from Monday-Thursday. Please support your child in knowing when their lessons are due to start and finish. Formal lessons end slightly earlier on Fridays (1pm). Please see separate letter on the website.
- Similarly, to learning in the classroom, we expect pupils to carry out their tasks independently wherever possible. Some children will naturally seek help from their parents, but they should be encouraged to undertake their lessons as independently as possible. Live lessons remove the need for parents to 'teach' their own children; however, if you are supporting your child with their learning at any point, please be aware that too much help can hinder learning and can negatively impact a child's confidence. Giving children answers, 'spoon-feeding' and doing their work for them will not help them to understand or make progress. Please visit our Remote Learning 2021 webpage for tips on supporting your child at home. Please contact your child's class teacher for more personalised information about how best to help your child with their learning.

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

- A register is taken every morning. If pupils are not able to access the live lessons that day, they should complete the classwork to the best of their ability and parents should contact the school office to account for their child's absence.
- If work is not being submitted on a regular basis, teachers will contact the parent. Help will be offered to ensure parents understand how to submit work.

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

- Work that has been requested for submission will be viewed by the teacher (or teaching assistant) who will use this to inform planning. This may also feed into their overall assessment of your child.
- Feedback on work takes many forms: whole class feedback, verbal feedback in subsequent lessons, brief written comments and recorded comments.
- We recognise that pupils value feedback on their work, and as such teachers aim to leave at least one brief comment per child per day to maintain motivation. The nature of the feedback may vary depending on the year group, pupil's needs and type of tasks set that day.

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:

SEND Provision

- Live lessons enable teachers to provide real time support for pupils with additional needs. Pupils will have the opportunity to ask questions and have further explanations. After the 20-30 minute initial input, SEND pupils have the opportunity to stay in the meeting and benefit from the online support from the teacher.
- The SEND coordinator and teaching assistants are providing online, live 1:1 and small group interventions for SEND pupils.
- Parents of children with SEND are contacted regularly to 'check in' and offer support.

EYFS and Year 1

- Reception runs whole class live lessons similarly to Key Stage 1 and 2. However they also review learning in three small groups to encourage engagement.
- Year 1 is currently able to run live sessions with the teaching assistant for those who may benefit from small group lessons and differentiated learning.

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?

Pupils who are isolating receive the work that the class are completing that day.

Where necessary, teachers signpost other resources (e.g. Oak Academy and online videos) which may assist isolating pupils with their understanding.

Children receive feedback on their work in-line with the feedback their peers are receiving in the classroom.

If a child has additional needs, the work set will be tailored to meet their needs.