

Garvestone 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 if 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?

Following the announcement at 8pm on Monday 4th January that education settings would be closed to all children except vulnerable children and children of critical workers, we communicated with families to outline the arrangements for remote learning. The arrangements for remote learning were communicated and included access to learning activities and resources via Tapestry or Class Dojo. Parents are aware that they can request hard copies of work for their child.

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 (with the exception of Forest School) with meaningful and ambitious work each day in a range of subjects in line with the age and ability of the children
- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, where we have needed to make any adaptation in some subjects, parents will be made aware by their school.

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 in line with government guidance on remote education:

Primary school-aged pupils	Key Stage 1: 3 hours per day on average across the cohort, with less for younger children Key Stage 2: 4 hours per day
----------------------------	---

Accessing remote education

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

We have a remote learning policy on our website and have communicated through Parent App, Tapestry and Dojo to assign and enable access to online remote learning.

We will regularly inform parents and pupils of the remote learning provision and support access to activities. We will communicate through Dojo, Tapestry, Parent App and email.

Teachers can be contacted through Class Dojo and Mrs Farnan through head@garvestone.norfolk.sch.uk

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:

- Support with extra data/routers can be arranged.
- Hard copies of work can be provided upon request
- We have been allocated two Government funded laptops which have been allocated to families who met the criteria.
- Where there is more than one child in the house and not enough devices please let the class teacher know so alternative provision can be made

How will my child be taught remotely?

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

- recorded teaching - video/audio recordings made by teachers
- links to Oak Academy resources
- links to White Rose Maths videos and resources
- links to BBC programmes
- printed paper packs produced by teachers (e.g. workbooks, worksheets) which may be requested by parents/carers
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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?

- Access their allocated learning daily through Class Dojo
- Where there is more than one child in the house and not enough devices please let the class teacher know so alternative provision can be made (hard copies can be provided.)
- Complete the work set on the timetable each week, prioritising Reading, Writing and Maths where possible.
- Upload evidence of work completed daily where possible but no less than every other day.

Parents/carers are aware through Class Dojo and ParentApp communications of how to contact their class teacher or school for support with any aspects of their work, and how feedback will be provided.

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

Teachers keep a record daily of tasks set and completed for each child (like a register). If your child is completing no or very little work the teacher will call you to find out why this is and how we can support you and your child.

If children don't take advantage of the learning being provided there is a high chance that they will fall behind and find it difficult to catch up on their return to school.

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

Staff will regularly provide feedback on work sent in by children.

- Teachers and TAs will provide on-going feedback for core subjects
- For other subjects there may sometimes be a lighter approach which may involve whole class feedback through a video or a 'class page' message.
- Marking can take place in a number of forms including, individual written comments, video feedback, Class Dojo awards, whole class feedback and possibly next steps.
- Due to workload pressures, staff may not be able to provide written feedback to every piece of work uploaded onto Dojo

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:

Staff across the school will be touching base with families regularly where:

1. they have a child with an EHCP/SEN
2. they have a child on the school's 'vulnerable' list and they are not in school

Teachers will, where appropriate, provide individual tailored work for the children.

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?

Individual pupils self-isolating will be taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback if they are required to self-isolate. We will ensure that work and activities are set, and that feedback on progress is maintained, to ensure that any self-isolating pupil is completing work broadly in line with that undertaken by their peers in school.