

Garswood 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.



At Garswood we try our best to ensure that communication channels are open all the time via Microsoft Teams, Twitter, email and phonecall. If at anytime you are struggling with any one of the above, please contact the school and we will do the best that we can to offer support and /or fix the problem.

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?

Children have been sent home with CGP books/phonic work books. Certain pages will be referenced on Teams class pages through assignments for children to complete. Similar to the homework currently set.

Children were provided with a blank lined book to work in at home in the event of isolation. However, work can be recorded on any paper at home and photographed and uploaded to Teams. Work can also be edited on pdf, Word, PowerPoint etc.... and uploaded into children's private Teams channels.

Children will be given activities for the day and this will also be uploaded to the class Teams Page. The work will consist of PowerPoints, pdf's, online links and practical activities for children to complete. An allocated time will be recorded so children and adults know how long should be spent on each activity.

Activities will generally focus on the core subjects, Maths and English with references to one maybe two Foundation subjects such as History or Art etc.... depending on the activity set.

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?

At Garswood we have our curriculum maps for the year outlined on the school website. Remote learning will follow the same pattern as is outlined within these maps. Therefore, work set will reflect work that would ordinarily have been set at school.

When a full bubble is isolated we aim to deliver a live lesson to greet children in the morning and one in the afternoon session, in addition a possible recorded teacher session also. The live and recorded offer will depend on the availability and health of the staff while self-isolating. Live lessons will be recorded on the morning timetable.

We will teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, accommodating parent's workload and technology restraints at home. Children will be asked to complete as much of the daily timetable as possible and will be encouraged to do so. However, pressure, will not be put upon parents to complete all the home learning if time does not allow.

Remote teaching and study time each day

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

Garswood Primary School

We will set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:

- 4 hours a day, on average, across the school cohort
- Roughly 2 hours on core subjects (English and Maths)
- Roughly 1 hour on Foundation subjects (Art, history, geography, PE, Science, Computing, RE, MFL, DT etc...)
- Other activities will be available that would extend the day by another 1 or more hours such as PATHs, mindfulness and extension activities for those children/parents who wish to take learning further.

Teachers will have systems for checking, daily and weekly, whether pupils are engaging with their work, and inform parents when engagement is a concern. Again, we remain mindful of the challenges faced by parents who are also working from home.

Accessing Remote Education

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

All children will be provided with an Office 365 account which will enable them to access Microsoft Teams. Each child will be placed within a 'class Team' led by their class teacher and any other staff within the year group.

Children will have access to a general channel in which they can all contribute, ask questions, upload work etc... this will be where announcements will be made by the class teacher (and other staff) about whole class remote learning such as assignments set, timetables, requirements for the day, links to sites etc.... It is also the place where children and staff and parents can communicate together.

Children will also have access to a private channel, in which their class teacher, an additional member of staff and the child will have access. Children can upload home learning here and photographs and ask questions. It is also a place where teachers can deliver specific home learning to differentiate activities for individuals and have conversations with parents about specific matters relating to their child.

Reports, parents' evenings, feedback and scores can also be posted in these channels.

Surveys and Forms have been completed prior to lockdown to ensure that all children have access to technology needed. Laptops, and tablets have been offered to those children who are unavailable to access technology and Vodafone SIM cards have also been offered out to those children who do not have home access to the Internet. Reminders are sent via texts to offer loan devices when needed.

We have ensured that Microsoft Teams is available on all devices including Macs, Smart Phones, Tablets, iPads, Laptops and Desktop PCs. We have also emailed out guides and links for how to use effectively and access on each.

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:

- As outlined above, Garswood have been in regular contact with parents prior to any lockdown to research who is in need of specific technology and conversations have been had to find out who could make alternative arrangements. The laptop scheme provided by the government has been accessed and laptops are available for loan.
- Garswood School have also purchased additional technology in the form of Samsung tablets to distribute to families who are struggling to access technology or have large families who need more than one piece of technology to achieve their home learning.
- If parents have recently changed circumstances we have asked them to email or phone the school office to see if there is any extra availability, we could offer in the form of a device, alongside those who have already indicated their wish to loan.
- We have accessed a scheme via Vodafone that has given us access to 90 days of Internet access (from the day of activation) for children working at home, via a SIM card. We have ordered 25 cards and have only given out a small percentage of these to those who have asked for them. Therefore, if any additional SIM cards are needed, we have more to offer via the school offer or through Garswood email.
- Children who do not have online access and/or Internet are very few in Garswood, however, we have made booklets and printing of packs an option to those families. We have given CGP workbooks to all families to take home prior to any lockdown and have provided blank workbooks for children to use if needed. Regular phone contact with 'vulnerable' children ensures that we are always fully aware if circumstances change or additional packs are needed. We also try to have phone contact and/or TEAMS contact with all isolating families at least once a week.
- Children do not have to print work off to complete. Links have been sent to how to edit a pdf and edit work on Microsoft documents
- We have also encouraged work to be uploaded back to Teams via assignments and channels in the form of documents and photographs to avoid printing.

How will my child be taught remotely?

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

Some examples of remote teaching used by Garswood:

- Live teaching through Microsoft Teams via Stream. Therefore, permissions are allocated to specific classes. All recorded for safeguarding purposes as outlined in the schools Remote Learning Policy.
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, Bitesize, other online examples)
- Printed paper packs produced by teachers (e.g. CGP question books, workbooks, worksheets)
- Reading books pupils have at home accompanied by specific books allocated through Oxford Owl and recorded and evidence through 'Go Read'
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Online applications subscribed to by Garswood, such as Teach your Monster to Read, TT Rock Stars, My Lexia, Go Read, Mathletics (Juniors) and Mathseeds (Infants). Assignments, lessons and feedback provided through the applications as well as sanctions, incentive and rewards announced on Teams and Twitter.

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?

At Garswood we expect all children to engage in some way with remote learning. A minimum of communication via Teams, Twitter or phone call once a day. A register will be kept keeping track of engagement with live lessons, uploaded work and communication on each day of remote learning.

- We expect children to complete the online learning set for them by the class teacher daily and evidenced via Teams, however, we acknowledge that:
 - Parents own workload might prevent full completion
 - Technology drawbacks and unexpected issues with broadband/technology may delay work.
 - Child cooperation may be affected by stress, health, illness and wellbeing. We would prefer children to be happy with learning than unnecessarily forced to complete work at the detriment to their own health. However, we also recognise that educational attainment is enabling. Children accessing learning at home will be best for them in order to keep up with their education.
- We would expect parents to ensure....
 - Children attend live lessons wherever possible at the times stated.
 - Upload work for children (especially in the Infants) who are unsure of technology.
 - Children are encouraged to engage with work, even if they are reluctant, to provide positive reassurance and motivation to complete work to the best of their ability.
 - Children are encouraged to give their best with regards to presentation and spelling when completing work.
 - Children are read with at least three times a week at a minimum, either using books from home or online books via Oxford Owl at their specific book banded grade. These books and feedback with comments recorded on the 'Go Read' app.
 - Assist with aspects of the remote learning curriculum their children need support with.
 - Ensure children use the allocated timetable as much as possible and keep suitable morning & bedtimes hours for their age group.
 - Awareness that children work best through positivity and to provide children with praise to encourage work and motivate.

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

At Garswood we will be available on Teams for parents and children to ask questions or voice concerns. This can be done via their child's private channel and during school hours, teachers and support staff will be available to answer any queries. The school telephone number and email address is also available during this time.

- Remote engagement will be checked daily via a register. A class list will be taken to record who has engaged with lessons, communicated on Teams and uploaded completed work each day.
- We will also stay in regular contact with parents and children via Teams, twitter, email and phone call.
- If we find a child has not engaged with remote learning we will try the following methods to offer support....
 - a message will be placed on their private channel via Teams
 - an email will be sent to their parents address and a text home via teachers to parents.
 - a phone call contact home to chat and discuss challenges
 - If after a full week there is no engagement or contact then a member of staff who is not self-isolating will be asked to attend the house of the child to check on wellbeing and safety. Support will be offered to engage in future opportunities.

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 are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

At Garswood, the methods we will use to assess and feedback on pupils' work will be based on communication with the child and parents primarily. We feel that feedback can be given via the child's private channel to suggest positive points and ways to improve on certain aspects of their work.

- Many aspects of remote learning will be created in the form of a Teams 'assignment' in which a task is set, children 'hand in' completed work and teachers type up feedback before handing it back to the child. House points can also be awarded via this system. Children are already familiar with how to use assignments as they are part of the current home learning set weekly. Pupils should receive some feedback to a varying degree on each assignment generated.
- Pupils may be asked to record themselves reading so that we can feedback via private channels on the progress being made. Teaching assistants may also listen to children read via phone calls and offered feedback.
- Mathseeds and Mathletics also have the opportunity to allocate assignments and feedback on work delivered by the child after completion.
- Written feedback can be delivered through reports via their private Teams channel. This can be anything from a brief comment to a parent's progress report.
- Teachers will also keep separate records of each child's uptake of home learning as outlined above. Children's progress is also monitored through the online application 'Optimum O track data', whether children are achieving... at, below or beyond expected standard for their year group. This will continue to be updated during remote learning.
- Mathletics and Mathseeds both have a vast amount of data on each child that we, as a school can pick the most effective progress reports for our school needs at the time. Children are also informed of their progress through weekly announcements via Teams on class progress with specific reference to children who have achieved the most.

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 challenges this may

place on families, and we will work with parents and carers to support those pupils in the following ways:

At Garswood, regular communication is crucial with those children who have individual needs to ensure they have all the resources they need and support we can give.

- We work regularly with families to deliver remote education for pupils with SEND through specific assignments for individual children through Mathseeds, Lexia, and Mathletics, suitable for their individual needs and monitored regularly.
- We also encourage children to read and be filmed by the parents, uploading into their private channel so we can monitor key words, patterns and ability levels throughout. All books read can be recorded on the Go read app by staff or parents or children via a private log in.
- We use children's Teams private channels to upload specific work for children who are not undertaking the same work as the rest of their peers. This work is discretely uploaded so that the other children in the class are unaware separate work has been given different to their own.
- Regular meetings are held with specific children and their parents remotely to ensure targets and routines are outlined and offer the best support we can in each individual case.
- For children in the Infants are who unable to access a lot of the remote work independently, we offer a live morning session with the class teacher who describes an outlined plan of the day. We ask parents to accommodate this meeting to ensure children are as independent as possible with their daily tasks.
- We provide adults with guides and activities to ensure parents are fully aware of how to get the best out of each activity and not let technology or new systems be a barrier to learning.
- Lessons, especially in the infants are planned so children can maintain a practical approach to learning as well as computer based so children's learning is not always reliant on their computing ability.

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?

Each day, in each class a plan is uploaded for 'children who are self-isolating' on Teams. It is created as an announcement at the beginning of the day and follows the same activities that are being used by the children in school for that day. Any teaching aids such as web links, video clips and PowerPoints etc... are also made available remotely so children can get the same learning input.

Teachers are available at points throughout the day via Teams to answer any questions or queries about remote learning. Teams notifications make questions known as soon as they come in.

Children will always be asked to complete an online session of Mathseeds/Mathletics and read and record so these parameters will be known throughout and remain consistent across the school.

Les Moon – December 2020