



Remote Learning Information for Parents

The Department for Education sets out expectations for Remote education; they are detailed [here](#).

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?

Paper packs of learning have been available for all children that struggle to access online provision. Seesaw logins for children were sent out in October 2020. From this point all children had work set up for Maths, spellings and homework. If children were isolating or part of a bubble closure, they have had access to Maths, 2 Spag lessons, 1 reading comprehension. In full lockdown, provision would increase to mirror the school curriculum with some adaptations in some subjects.

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. However, we have needed to make some adaptations.

For example:

Math, English – SPAG, writing, phonics, science, topic – geography/history, art/DT, music, PSHE - wellbeing

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.

Foundation Stage	Min exp – 1 – 2 hours
Key Stage 1	Min exp – 3 hours
Key Stage 2	Min exp – 4 hours

Accessing remote education

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

Children will be using Seesaw and possibly Google Meet to access online learning.

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:

In some circumstances we may be able to offer devices to support working remotely and accessing online content; provide additional data cards for children working on mobile devices or provide paper copies. We want to support you in the best way that we can, so if you are experiencing any difficulties please contact school office: admin@gosfordpark.coventry.sch.uk and we will get back to you as soon as possible or call us on 02476 223281

- All children have been sent their login details to their home address for all accounts. This will support access to the learning platforms used. Parents can make contact if they have difficulty logging on to any learning tools.
- Paper packs are available to be collected from school if required.
- Paper packs can be returned to the school office for feedback from teachers.
- Photographs of work can be sent via Seesaw and/or to admin@gosfordpark.coventry.sch.uk . These will be forwarded to relevant staff and feedback can be discussed over the phone.

How will my child be taught remotely?

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

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) – some videos, voice/audio recording to accompany PowerPoints/slides/pdf documents
- printed paper packs produced by teachers (e.g. workbooks, worksheets) – paper packs available
- textbooks and reading books pupils have at home – books children have at home – directed to free online libraries
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Work booklets available in school
- Current online learning portals – Seesaw, EAL/SEN hub, Education city, Google meet, Educational websites - BBC bitesize
- Reading tasks (online to be purchased in Phase 2)
- Pre-recorded video or audio lessons – provided by Oak National Academy, White Rose for maths Ruth Miskin Phonics lessons – Read Write inc YouTube channel
- Long-term project work and/or internet research activities (as per the schools full opening guidance)

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?

Your child can send their work remotely using the platform Seesaw. In addition, they can send photographs to their teacher via the school email.

Teachers will be making phone calls home and can discuss any problems or offer support to children.

Just like in school, we expect any comments made by the children to be respectful. If concerns are raised by the content of your child's comments, the teacher will contact you.

Children are encouraged to use the chat for work and not for general conversations. When a chat becomes overloaded with general conversation, it makes it increasingly difficult to support children who have asked a work-related question.

We ask for the children to only sign in during school time and complete the work set. Staff will only respond during school hours.

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

Weekly data recorded from Seesaw stating the last time children accessed Seesaw and how many pieces of work they have completed each week. This is sent to all teaching staff.

Phone calls to parents – parents informed of time by text prior to the call taking place.

Discussion with parents around access and records of calls to be logged by staff.

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:

- Finished work is returned to the relevant member of teaching staff for marking.
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Marked with a positive comment and feedback.
- Returned to the pupil, once marked.
- The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.
- Teachers will assess work using AFL and this knowledge will feed into future planning and provision.

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:

- Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.
- The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.

- Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
- The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via phone calls/emails.
- Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.
- SEND (SEN hub). Eg Use of the video or voice function on Seesaw to explain the task. Recorded lessons on White Rose maths and Oak Academy.

Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils in their 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?

- Children at school should complete set homework on Seesaw as a minimum
- Setting weekly maths Homework every Friday on Seesaw
- Posting Spelling lists on Seesaw
- Children having to isolate due to family members with positive result or symptoms etc or awaiting test results.
- Setting daily (White Rose) maths lessons on seesaw
- Setting Spelling, Punctuation and Grammar lessons x 2 (Oak National Academy)
- Reading comprehension x 1
- A writing activity based on grammar learned.

Feedback

Children having to isolate due to family members with positive result or symptoms etc or awaiting test results.

In addition to those previously listed:

Google meets for face to face (If required)

- Exercise books/pencils sent home where possible.
- Topic cover sheet.
- Feedback given verbally or online using Seesaw.