# gcps-jpegRemote education provision: information for parents

**The remote curriculum at Goostrey School**

### Will my child be taught broadly the same curriculum as they would if they were in school?

### 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 to make them more accessible for remote learning. We may also swap certain topics around to later in the year, if we consider they are more effectively taught in school.

### We have tried to include an active element to the provision as we are concerned about the children having a potentially sedentary day, with the majority of the tasks being table or computer based.

## Remote teaching and study time each day

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

**Daily Timetable and Work:**

Remote learning tasks will begin from 9:00 on Wednesday 6th January.

Daily Google Meet sessions will begin from Monday 11th January – please see the timetable below for your year group’s slot.

There will be a virtual register accessible from 9:00am each morning. Pupils are expected to log-in to access their set tasks for the day and they may say “good morning” to their teachers and classmates under their register name.

The Department for Education requires schools to provide remote learning for all pupils. Each day, teachers will set the following four tasks:

1. One English session (e.g. reading, phonics, writing, spelling or handwriting)
2. One maths session (e.g. arithmetic or White Rose Maths)
3. One foundation session (e.g. art, history, geography, science,)
4. One physical education activity (e.g. Joe Wicks)

In addition, there will be an expectation that pupils will access support sites – for example: TT Rockstars/Reading Owls/Accelerated Reader/Century/PhonicsPlay at least once a week (at a time to suit families).

Pupils may upload photos of their work, or documents (such as Word or PowerPoint) using the “Upload Your Work” button (located at the top right of the daily Homework tab). Teachers may give feedback on pupils’ work – where appropriate. This will be between the hours of 9:00 – 3:15/3:30pm.

We have based our remote provision on a blended approach, offering flexibility and support for families through videos, audio PowerPoints, Google Meet live learning sessions, activities with support materials from validated external providers e.g. Century, BBC bitesize, TTRockstars, PhonicsPlay and Purple Mash.

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| Key Stage 1 | 3 hours1 English based session covering phonics, handwriting, reading and writing. Shorter activities1 Maths based activities – based on or using White Rose Maths1 Foundation Subjects/Science lessonActive sessions – Joe Wickes/GoNoodle/Zumba/outside activities/mental health activities |
| Key Stage 2 | 4 hours1 English Lesson1 maths Lesson – White Rose maths/arithmetic1 foundation subjects/science lessonAdditional ActivitiesCentury English/maths/science support software packageReadingTTRockstarsActive sessions – Joe Wickes/GoNoodle/Zumba/Outside activities/mental health activities |

## Accessing remote education

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

**School Spider**

Work for all pupils will be set using the School Spider website. To access this, pupils will be required to log into the site using their individual usernames and passwords. Visit [www.goostrey.cheshire.sch.uk](http://www.goostrey.cheshire.sch.uk) and then click “Student Login” (located at the top of the school’s main webpage).

This is the central platform, the children download their work from the class pages. They are expected to say ‘good morning’ to their teachers, during this time. The children can also use this opportunity to ‘touch base’ with their classmates through the ‘class chat’, which we feel is vital in supporting the children’s mental health.

The work set will be placed on homework tabs, which the children can print, or use directly from the screen.

Tasks are guided from the teachers through audio powerpoints, videos or written explanations. Throughout the day, the teachers are available on the class pages to support children in need of assistance.

In addition to this provision, teachers also utilise the programmes and systems to support the children in their learning.

* Daily Google Meet sessions – these can be:

drop-ins to support individual children with work that they find challenging.

bespoke daily, live, teaching sessions, supporting reading, phonics, maths or English in a programme throughout the week.

* PhonicsPlay and Oxford Reading Owls
* Century
* TTRockstars
* Accelerated Reader
* Nessy
* Videos from trusted external providers such as, White Rose, Love Music Trust and Oak National Academy and BBC bitesize (these will be selected to support the work of our own school curriculum)

### 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 can lend laptops to pupils if parent contact the school and speak to Mrs Schurer-Lewis the School Business Manager.
* We support parents, who are experiencing issues with their technologies with support of our technician.
* Printed materials are available on request.
* We have made blue exercise books available to pupils in order to keep a daily record of their home-learning. These have been available for collection from outside the main entrance to both infant and junior buildings from the first Wednesday of Lockdown.

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

We strongly believe that ‘one size does not fit all’ , so we strive to make our remote learning flexible and supportive for families.

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

* through videos showing Goostrey teachers delivering the lesson
* audio attached to work (with the teacher’s voice directing the learning)
* PowerPoints
* opportunity for a daily drop-in Google Meet and live teaching
* regular support via the learning platform through messages from school to home and vice versa
* videos from trusted external providers such as, White Rose, Love Music Trust and Oak National Academy (these will be selected to support the work of our own school curriculum)
* emails between school and home.

## 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?

### Our expectation is that the children engage with the daily work that is set from the teachers. If there is a reason why families can not complete the set tasks, that they work with school to find a positive way forward.

### Teachers’ send a weekly update to families, keeping them informed of changes to the school week.

### We set the work to mirror as much as we can, a school day. We understand that the younger year groups, need family support to complete the tasks set and these are planned with this very much in mind. The older children are more independent with guided tasks from the teacher, ideally if the older child has an area to work in which is quiet , with the materials needed to complete the tasks.

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

### Staff check pupil engagement, through daily register and check ins, through monitoring and feedback given.

### Staff check if pupils have logged on daily, if the children have not been on the site after 2 days the protocol is to send an email and follow this up if needs be by a phone call 5 days (in total) later.

### The phone call will be a calm conversation to ascertain why the children are not accessing the work set and a look for potential solutions. This can take a variety of forms from adapted work to daily support, individual emails sent to families.

### 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:

**Next Steps For Remote Learning**

Feedback to the children

In ‘normal’ school, we have meaningful regular contact with the children and talk to them about their work, offering support or giving next steps – this happens all the way through the day. One of the main challenges of remote learning is having the limited ability to do this in an effective way.

Remote learning, limits the opportunity to feedback to the children and so we want to ensure that the feedback given is purposeful.

We give feedback to the children in many ways through our layered approach to the remote learning.

Children receive feedback from the teachers through:

* Discussions on the class pages
* Google Meet live sessions
* Through emails and responding to uploaded work
* Through self-marking (White Rose/Reading Comprehension or Grammar)
* The daily videos and audio teaching from the teachers
* The marking and feedback function on the School Spider
* Phonics play/ Oxford Owls/Reading Eggs results – quick feedback
* TTRockstars results– quick feedback
* From Success Criteria given in the teaching

The teachers are questioning/assessing/reflecting on these different strategies every day and adapting the bespoke work, to best suit their individual cohorts

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We have not ‘thrown our lot’ with one approach of remote learning, but using a blend of live, paper based and recorded audio/video lessons. As well as, encouraging the children to be active and not spend long periods of time on the screen.

In recent guidance from the DFE, this seems to the most effective approach.

Challenges with uploading work

We appreciate that uploading work for some families can be particularly troublesome.

In addition, the school spider does not notify teachers if families upload work on previous days or weeks resulting in teachers missing work sent in from families, which we want to absolutely avoid.

The Spider system will also allow families to upload only one piece of work.

Next steps for uploading work

With these limitations in mind, could we ask families to:

* Upload work onto the current day’s class page, so we don’t miss any of the children’s lovely work.
* If you want to upload multiple images, you are able to do this by using a zip file.
* That the White Rose is marked using the answer sheets and only difficulties or challenging questions are reported to the teacher via the class pages.

For example – ‘I found questions 4 and 5 tricky today’.

Adapting the feedback to best suit the age group

There is not a ‘One Size Fits All’

We know that the younger classes need little nuggets of feedback little and often to keep them going and motivated. In the older years, the children are more independent in their learning, which is something we want to encourage. Self-marking and reporting back to their teacher through the class pages themselves, encourages the older children to take more responsibility for their learning.

We would like the older children to upload a piece of their writing once a week.

We will be ensuring all children, who have uploaded work or not have weekly feedback from their teachers through the marking and feedback function on School Spider.

Next Steps

As school staff, we are exploring and trailing new systems regularly that we feel could add and enhance our provision.

We encourage parents to contact to us through email, phone calls, or through Governor contact to give us feedback on the provision given

If Isolating?

When school reopens for ALL pupils.

If your child has to isolate for any of the reasons on the quick guide (published every week in the newsletter) and therefore cannot attend school we will provide remote learning. This will be given within 24 hours of a normal, working school day from the first day of absence. However, it is not sustainable, to provide work, for families who are choosing to keep their child /ren off school when they have been told they can return. Remote learning is not available for children off school, poorly with other conditions.  Please let us know why your child is isolating.

If the all of your child’s class has to isolate then work will resume using the School Spider system within 24 hours , of a working, school day from the first day the class is absent.