**Grimsdyke School**
**Remote Education Provision**

January 2021

## Introduction -

This information is intended to provide some clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require students, either as individuals, in bubbles/pods or if there is a period of school closure for the majority of students requiring them 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 the standard approach that is taken in school on a day to day basis and from the developments implemented during the period of long-term remote education. It is important to remember that as external situations develop so will the provision that is put in place.

- *What should my child expect from immediate remote education if they have a period of absence for self-isolation or closure of a bubble/pod in school?*

As part of our preparation for remote education we have prepared standardised remote learning packs in each year group. Your child will be presented with one of these if they are asked to self-isolate. They will all follow a similar structure across the school and will be resourced appropriately with pre-recorded videos from the National Academy.  For each day there will be 3 lessons identified – one English, one maths and one based on the wider curriculum. The programme will also include enrichment activities, which can be enjoyed over more than one day and will provide parents/carers flexibility in managing how these are completed at home. These plans are for 10 school days and will provide students with a remote education provision for a period of up to 2 weeks.

- *What should my child expect from immediate remote education if there is a period of school closure for the majority of school students?*

In this situation, the school may have very short notice of the need to provide remote education. If necessary the year group self-isolation plans outlined above will be implemented until the school can put in place other arrangements. Where possible, a weekly plan will be prepared and sent home and will meet the minimum requirements whilst we put in place arrangements for our full school closure remote education provision.

- *Following the first few days of remote education in a period of school closure, will my child be taught broadly the same curriculum as they would if they were in school?*

Yes, during a period of partial school closure the students on site, for example the children of key workers and vulnerable children, and the students working from home with will be presented with the same curriculum experiences. Where possible it will follow the planned curriculum for that term and year group. We are determined that there is as much equity between the two provisions as possible.

**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 up to 4 hours per day. Naturally this will vary slightly with the age of your child, we do not expect children to be working in a sustained way for that period of time; we would encourage breaking up this into manageable sections.  In addition to the weekly task/experiences set by the class teachers there are a wide variety of enrichment activities on DB Primary including assemblies, story time videos, P.E. challenges and well-being activities.

**Accessing Remote Education –**

- *How will my child access any online remote education the school is providing?*

We use a variety of platforms across the school, some of these differ slightly from Year Group to Year Group and all of these are username and password specific. The main online platform that the students will interact with is DB Primary. Within this platform the students are part of communities where they can access resources such as videos of their class teacher, assemblies, story times, P.E. challenges and mental health and well-being activities. As well as this they will have contact through the DB Primary provision with not only their peers but also their class teacher when they are not teaching on school site.

We have created a School Closure section on the website were we upload, on a weekly basis the remote education packs for each year group. These are uploaded in advance on the Friday before each remote education pack commences. In addition to this there is support, advice and guidance material for parents to read.

 We have also implemented a programme of live online interactions for students as part of our pastoral care as well as learning provision. Where parents have given consent for their child to be involved, students will access these through links sent to their DB Primary email account. Initially the school will use the Zoom video conferencing platform to host these sessions however this may change over time.

- *If my child does not have digital or online access at home, how can the school support access to this provision?*

We recognise that some pupils may not have suitable online access at home to allow for them to fully access the remote education provision. It should also be noted that we have a limited resource of devices that can be issued to families for home use even after the government allocation of additional laptops has been accounted for. We will endeavor to ensure as many students as possible are able to interact with remote education online. However, we acknowledge there may be circumstances where this is not possible and so as a result we have taken the following approaches to support pupils in those cases:

- Produce the remote education packs in paper form which can be collected from the school or delivered to families.
- Students may return paper copies of tasks to school so that their teachers can review and give feedback if they are not able to submit their learning online
- Created a bank of school laptops for allocation to students identified as disadvantaged or vulnerable learners.
- Incorporated our additional DfE allocated laptops into these arrangements.

- Engaged with a large mobile phone company and as a result received a specific number of data only SIM cards which we are allocating to students on a needs basis.
- Regularly publicise and remind parents to contact us if they have accessibility issues
- Put in place support for access where we are notified that this is the reason behind lack of engagement by a particular student
- Consider and take in account the context of the request and any additional information that is shared with us as a result.

*How will my child be taught remotely?*

Our Remote Education Strategy has three layers of teaching within it – live online sessions, recorded video lessons and a range of resources which will be accessed online but can be used on screen or in printed format.

We will be using a combination of these in order to deliver an effective curriculum to a majority of the pupils remotely.

- We are using prerecorded lessons from both the National Oak Academy and video or voice over resources recorded and developed by Grimsdyke Staff.
- We are effectively using the DB Primary Learning Platform for work to be both allocated, uploaded and marked by the school staff.
- We are using interactive elements of the DB Primary platform for the students to engage with each other and share their ideas.
- We are using commercially purchase website packages to further support the work that the students are doing remotely e.g. TT Rock Stars, SPAG.com, sumdog.com
- We are using publically available websites and resources to supplement the weekly remote education packages e.g. BBC Bitesize
- We have scheduled two "Live Interactive" sessions per class over the course of the week where the class teacher can engage with their class, discuss homework, answer questions, play games and read stories. The purpose of these sessions is from a pastoral care element allowing us to support the mental health and well-being of the students.

**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?*

- We expect that your child will engage with some aspect of their remote education programme daily.
- We expect that they will upload and share three formal hand in tasks each week which are used for providing feedback and ongoing teacher assessment.
- We expect that your child will respond to direct email from the adults in the year group team.
- We expect that parents and carers will support their child to do these three things.

These are our minimum expectations and we are aware that parents and students will take the opportunity to use and engage with the programme in much more detail where and when it is appropriate for them. We are keen to support parents and students to do this and you should contact the school if you require any specific help or guidance to do this.

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

In school we have developed an "Engagement with Remote Education Protocol" which provides the staff with a phased approach if engagement should ever become an issue. If a concern is raised the following steps are taken –

1. An email is sent by the teacher to the child via DB Primary, if no response is received the class teacher follows this up with an email to the parent of that student. Where this does not receive a response then…

2. An email is sent by Mrs Curry to check on accessibility issues. A plan is agreed. If no responses is received from this…

3. A member of SLT will contact and ask the parents to reply by a certain date, this will coincide with a target that is set for the child to complete to demonstrate engagement.  If this does not address the concern…

4. Mr Sutherland will contact the family formally with a warning letter that reminds them of their legal responsibility to ensure that their child engages with the educational provision.

The above timeline is not specific set in place by a rigid time scale, it is dependent on a number of different factors that will be specific to the individual child and the cohort of the children in question. Where possible the school will always take a supportive approach. At each and every check parents have the opportunity to request support.

*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 may others. Our approach to feeding back on pupils work is as follows

- DB Primary is used by year groups to provide individual and group feedback through email, forums and the year group community pages
- Each week, your child will be asked to submit 3 hand in tasks through DB Primary where they will receive personal feedback. These tasks are also used for ongoing teacher assessment.
- During live online interaction sessions, class teachers will take the opportunity to discuss remote learning tasks and give verbal feedback


**Additional support for pupils with particular needs**

During a period of school closure for the majority of pupils, students with EHC Plans are entitled to join the school onsite provision for key workers and vulnerable students. However we recognise that parents may not always risk assess this as the best option for their child. We will work with families to decide on the safest and most appropriate provision for their child and support home based learning if necessary.

*How will you work with parents to help children who need additional support from adults at home to access remote education or who will have challenges accessing the provision that is appropriate for their year group?*

We recognise that some pupils, for example 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:

- Families will be contacted by the Inclusion Manager/SENDCO (Mrs. Curry) during any period of school closure or self-isolation to review the provision and plans in place.
- Where the provisions of the SEND Code of Practice are operational, then we will continue to co-produce and review termly school support plans (SSPs) for students with SEND as well as implement as far as possible EHC Plans.
- Students with EHC Plans, will be able to join any school provision provided they do not need to self-isolate.
- We will provide personalized remote learning activities and resources to support a student in meeting their school support plan targets where appropriate.
- We will liaise with other providers of support e.g. speech therapy etc. to ensure continuity of provision where possible.
- We will provide a range of different remote education resources which are age and stage appropriate to all children with the aim of engaging them remotely with their educational programme. This will include visual, video and audio as well as printed material. For younger children, there will be consideration given those resources which are most suitable and able to be used independently. We have also published guidance for parents on how to use video material and foster independent learning. This has been emailed to all families and a copy for reference is on the school closure page of the school website.
- Direct email to students via DB Primary will be used to support individuals and groups who need extra guidance from school staff.
- Students with one to one support as a result of an EHC Plan who are not attending school, will receive personalised email support via DB Primary.
- Our twice weekly live online interactions will also allow staff to guide and support students to be able to engage with their remote education programme.
- Further support beyond this with be needs driven and bespoke in nature.

**Remote education for self-isolating pupils**

*Where individual pupils need to self-isolate but the majority of their peer group remains in school, how will remote education is provided will likely differ from the approach if it was a whole class?*

In this case, as outlined at the start of this document, your child will receive a two week programme of work which mirrors the provision given weekly when there is a full closure period. They will return work and receive feedback in the same way through DB Primary.

This will differ from the school closure provision in that it will not be supplemented with live online sessions as the teachers will be teaching their class at school during the school day.

There will also be less frequent interaction online for the same reason – but a teacher or teaching assistant from the year group will check in for any messages from your child daily and respond appropriately.

If your child is isolating because they are symptomatic or have tested positive, then it is up to the parents discretion as to the level of engagement of the child as they are registered as being unwell on the school register.