

## **Grimsdyke School**

### **Remote Education Provision**

January 2022

#### **Introduction -**

This information is intended to provide some clarity and transparency to pupils and parents or carers about what to expect if their child requires a period of remote education.

This could be necessary in a range of circumstances including:

- if a child tests positive for Covid19 and has to isolate as a result
- if the adults in a family test positive and cannot bring children to school
- if there are school based, local or national restrictions that require students, either as individuals, in bubbles/pods to remain at home to contain a more significant outbreak of infection.

Parents are asked to notify the school that their child is self-isolating and needs remote education provision by emailing the attendance email account ([attendance@grimsdyke.harrow.sch.uk](mailto:attendance@grimsdyke.harrow.sch.uk)) and sharing the NHS Test and Trace information confirming that this is the case. Parents should receive information about their child's remote education provision within 24 hours of sharing this information with the school.

#### **The Remote Curriculum: What is taught to pupils at home?**

Remote educational provision is planned by each year group across the school to be in line with the planned curriculum that is being delivered in school.

Our approach to this varies according to the numbers of students that the remote education plan is designed to make provision for. This is to allow for the timely delivery of the remote education programme, smooth integration with the class provision and to manage workload for staff and students appropriately.

- **Remote education for individual students or groups of less than a class:**

This programme will be constructed to address learning objectives that are planned for the relevant half term period in which it is being delivered. It will not replicate the class work for this period but address the same knowledge, skills and content. It will enable students to learn material that they will then be able to share and apply when they return to school. It is also important that this programme does not adversely impact the effectiveness of the class based programme for that student by meaning they replicate tasks or are taught material out of sequence. For this reason, the individual remote education plan is a standalone unit of work that addresses the planned curriculum for that period in school but does not replicate class provision.

This unit of work will be delivered with a plan being sent to parents. Resources, teaching materials and advice to students will be shared via Google Classroom and students will submit work and engage with their teachers via this platform.

Class teachers will check in with families to ensure that they are able to access provision and deal with any queries.

- **Remote education for classes, year groups or bigger cohorts:**

This programme will deliver the same material as what would be being taught in school for that week. Parents will be sent information about the plan and the programme of work will be delivered to students via Google Classroom. In this situation, delivery will include live online interactions for those students whose parents have given consent for them to take part.

### **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.

### **Accessing Remote Education –**

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

Our main platform for delivering and responding to remote education is Google Classroom. Students are familiar with this platform as it is currently used for home learning across the school. It allows the sharing of material, the setting/submission of work as well as interaction between staff and students.

We supplement this with a range of other online resources that are used to varying degrees across the school depending on the age and stage of the student. Some of these include:

- Zoom/Google Meet video interactions online
  - Oak Academy – DfE funded online video lessons and teaching material
  - BBC Bitesize – online video lessons and teaching materials
  - Subject specific online platforms such as TT Rockstars, SPAG.com, Sumdog.com and MyMaths. These will be only used in year groups where these resources are age-appropriate to use.
- *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 if the school is closed?*

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 Google Classroom Learning Platform for work to be both allocated, uploaded and marked by the school staff.
- We are using interactive elements of the Google Classroom 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 will schedule at least one “Live Interactive” sessions per class each day 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. Class teachers will contact the family of a child receiving remote education at the start of the period to ensure they have received the programme and answer any questions.
2. If a student has not responded to their remote education programme then an email is sent by the teacher to the child via Google Classroom, 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...
3. An email is sent by Mrs Curry to check on accessibility issues. A plan is agreed. If no responses is received from this...
4. 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...
5. 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 many others. Our approach to feeding back on pupils work is as follows

- Google Classroom is used by year groups to provide individual and group feedback through email, forums and the year group community pages
- If your child is being remotely educated for a full week then your child will be asked to submit 3 hand in tasks through Google Classroom where they will receive personal feedback. These tasks are also used for ongoing teacher assessment.
- If there is a whole class period of remote education, 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**

*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.
- We will provide personalised 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 to resources which are most suitable and children are able to be used independently. We have also published guidance for parents on how to use video material and foster independent learning. This is available on the remote education page of the school website.
- Direct email to students via Google Classroom 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 Google Classroom.
- Further support beyond this will be needs driven and bespoke in nature.

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.

In the event of class, year group or whole school period of isolation or closure we will also implement the following:

- 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.
- Our live online interactions will also allow staff to guide and support students to be able to engage with their remote education programme.