

## **Remote Education at The Globe: Information for Parents**

This information is intended to help pupils and parents/carers understand what to expect from remote education if pupils are required to remain at home for reasons related to COVID-19.

### **The remote curriculum: what is taught to pupils at home?**

#### **What should my child expect from remote education?**

Using the school remote learning platform – Google classroom  
<https://classroom.google.com/>- pupils will be set work by their class teachers from the curriculum that they can access from home. If appropriate devices (PCs/laptops/tablets) are unavailable at home, parents and carers can request support for this from the school.

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

For all year groups, the curriculum for mathematics, writing and reading will be taught in line with what would normally be expected in school. This will be done through a blend of live teaching (via Google Meet) for Maths and English and set tasks (via Google Classroom) that pupils and parents/carers can access. Wherever possible, the topic based work will follow that which is accessed in school; some activities (for instance in those subjects where the specific resources are not accessible at home) will, however, be adapted so that the pupils working remotely are still able to complete learning in these subject areas.

#### **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:

<p><b>Number of hours</b></p>	<p><u>EYFS/ Y1 &amp; Y2</u>: around <b>3 hours per day</b></p> <p><u>Y3-Y6</u>: around <b>4 hours per day</b></p> <p>This online provision is in line with the most recent government expectations set out in January 2021.</p> <p><a href="https://dfemedia.blog.gov.uk/2021/01/08/what-should-remote-education-look-like-how-can-your-child-learn-remotely-if-you-dont-have-a-laptop-we-answer-your-remote-learning-questions/">https://dfemedia.blog.gov.uk/2021/01/08/what-should-remote-education-look-like-how-can-your-child-learn-remotely-if-you-dont-have-a-laptop-we-answer-your-remote-learning-questions/</a></p>
<p><b>Breakdown of hours</b></p>	<p>In the <b>Early Years</b>, time will be divided into various activities. This will include daily Phonics and Little Big Maths work, fine and gross motor skills and a daily story time. The timings of these activities will vary, depending on the nature of the task that is to be completed.</p> <p>Children in <b>Y1 and Y2</b> (KS1) will typically have 30-40 minutes allocated for each area of English (phonics/reading/writing) and mathematics in the morning. Around 15-20 minutes of the initial input of these lessons will be 'live' (via Google Meet) enabling them to interact with their individual class teacher and the children in their class. In the afternoon they will be provided with Topic lessons via Google classroom (including pre-recorded videos provided through Oak National Academy). At the end of every day (around 2.30pm) there will also be a live Google Meet streamed in all classes which will enable all children in the same year group (both remotely and at school) to listen to a class story.</p> <p>For children in <b>Y3-Y6</b> (KS2), remote learning provision will be very similar to that above but with allocated learning time for English (Writing/Reading) and Maths sessions being around 50 minutes-1 hour.</p>

## Accessing remote education

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

Pupils will be provided the appropriate amount of daily online tasks set by their class teachers via our school's Google Classroom platform (<https://classroom.google.com/>). These will be available in the Year group classrooms. The tasks will be organised by date and be uploaded onto the platform at 7pm the evening before. All pupils will also have access to some live streamed lessons using the Google Meet function on the day itself. These will be accessed through individual classrooms and led by the child's class teacher.

To access remote learning via Google classroom, pupils will need their username and password as supplied by the school in order to log in for the first time. If you are unsure of this, please contact our Assistant Head teacher ([assistanthead@theglobeprimary.co.uk](mailto:assistanthead@theglobeprimary.co.uk)) who will be able to provide this for you along with additional 'how to' support in regards to logging in and how to access and upload work when using it.

Pupils in Reception, Y1 and Y2 will also be able to access the **Numbots** website (<https://play.numbots.com/>) whilst at home. If you do not know your child's login details please contact the class teacher.

Pupils in Y3, Y4, Y5 and Y6 will be able to access **TT Rockstars** (<https://trockstars.com/>) remotely. Once again, if you do not know your child's login details please contact the class teacher.

Pupils in Y1, Y2, Y3, Y4, Y5 and Y6 are now also able to access the **Spelling Tutor** website (<https://www.spellingtutor.co.uk/>) Please contact your child's teacher for login details once again.

### 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. There are a limited number of electronic devices available to pupils from the school, which are allocated on the basis of need. If you feel that you would be eligible for one of these, please contact the school via phone (01903 854970) or email [office@theglobeprimary.co.uk](mailto:office@theglobeprimary.co.uk)

## **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?

- The lessons that teachers are delivering, alongside the accompanying work set, matches what they would be learning if they were in school. Therefore, the expectation is that pupils engage with learning wherever possible.
- As the live sessions are led by teachers, pupils are able to ask the teacher questions about the work set for clarity and explanation. It is helpful for these sessions if the parent/carer is available to help their child to log in, and be on hand for any technical issues that might arise. If you are able to engage with your child while they are working, especially with younger children, it is a positive and rewarding exercise to share your child's work.
- For the remote learning tasks set on Google classroom where the teacher is not directly leading a session, parents/carers may need to provide a level of support appropriate to their child's ability to access and complete work independently.
- Parents and carers can help support their child's work by providing a set routine. Continuing to wake up, eat and get dressed at the same times that they would on a normal school day will help remind children that, although they are at home, the expectation is that they work as if they were in school. Regular short breaks will be built into class timetables and taking exercise in the garden, where available, will keep children fresh and ready to learn. Retaining a consistent sleep routine is also vital for helping children's mental health and supporting their ability to engage with learning the next day. The link below has an excellent checklist for pupils to help support their routine:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Resources for parents/Supporting home learning routines - Planning the day.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/Resources%20for%20parents/Supporting%20home%20learning%20routines%20-%20Planning%20the%20day.pdf)

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

- Teachers will monitor which pupils log into Google Classroom (using a daily register system) and to the live learning sessions on a daily basis. They will make track who is participating/submitting work (using the 'grades' function) and will contact parents/carers if they see a pattern of non-engagement occurring.
- Teachers will contact parents to establish what the barriers to remote learning within the household might be. On the **first two days** of concern, **teachers will contact parents by email**, reminding them of the work that should have been done and expectations for remote learning. On the **third day of concern**, **teachers will contact parents/carers by phone**, to discuss any support they might need to help their children engage. If no improvement is seen **after five consecutive days** of non-engagement, **a member of the senior leadership team will contact the parent/carer** to discuss the issue further.

## 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:

- Pupils who are attending live lessons will receive some form of verbal feedback and assessment of their work during the lesson. Pupil work that is submitted through Google classroom, will, wherever possible, be commented on **by 5pm the same day**, as long as the work is submitted in the **8.30a.m. – 3.00 p.m.** window. If work is submitted **after 3pm**, teachers will provide feedback **the following day**. If necessary, teachers will continue to contact parents/carers on a fortnightly basis, providing an opportunity for teachers to provide further feedback on pupils' progress.

## 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/or 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:

- For those pupils who fall under the SEND bracket with an EHCP, the expectation is that they will continue to attend school wherever possible (although this is the choice of the parent/ carer – it may be more suitable for the child in some cases to learn at home).
- Where outside agencies are involved with a child’s learning and development, The Globe will continue to liaise with these services and pass recommendations on to parents, for extra support at home.
- The work the child is expected to do at home will be representative in challenge of that which they would be expected to do in school.
- When appropriate, those children with 1:1 support not in school, the 1:1 member of staff will work with the child live using the ‘live’ lesson format through Google Meet. These sessions will be recorded by the member of staff (to ensure safeguarding) and parental consent will need to be given to allow this.
- The pastoral team will make regular phone calls home to those pupils in need of emotional and behavioural support, in order to support them at home.
- Each child with SEND will have different barriers to accessing remote learning, and therefore a one size fits all approach is not suitable. In the first instance, the Academy would encourage parents/carers to contact either their class teacher, or our Inclusion Manager (Ms Hyland) via the school office, to have a discussion about how to best remove any barriers.

### **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?**

Teachers will continue to provide tasks via Google classroom, which will run concurrently with the work done in school. Where possible, pupils will be invited to join ongoing lessons live from home; however, there will be less expectation for detailed written feedback to be provided. This is because the teacher will more likely be able to provide verbal feedback to individuals accessing their learning from home.