



## **The Robert Drake Primary School**

### **Remote Education Provision: Information for Parents**

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or 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**

A pupil's first day or two of being educated remotely might look different from the school's standard approach, while staff 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?**

When a whole class bubble closes, work will be uploaded on to Google Classroom for the first day or two. The school will endeavour to provide Google Meet sessions from day two or three. If the class teacher is unwell, then members of the support staff will initially monitor the Google Classroom. A member of the teaching staff will prepare a pre-recorded Google Meet session which will be made available for the pupils to watch later in the day. If the teacher is unwell for an extended period of time, then a regular school supply teacher will cover, subject to availability.

#### **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?**

Remote learning will follow the school curriculum wherever possible and appropriate. However, adaptations will need to be made in some subjects. For example, DT, art and PE will be adapted to ensure that pupils receive high quality teaching and they are able to complete the tasks using resources available at home.

#### **How will pupils continue their development of phonics?**

Phonics will continue on a daily basis following the phases in Letters and Sounds.

In EYFS and KS1 new sounds will be introduced daily, where possible. This will also include consolidation of previous phonics learning.

Years 3 and 4 pupils will complete Phase 5 and 6 phonics activities on a regular basis.

## **Remote Teaching and Study Time Each Day**

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

In line with government guidance, the school expects that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 1	3 hours
Key Stage 2	4 hours

## **Accessing Remote Education**

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

The school uses Google Classroom to deliver remote learning in Years 1 to 6. EYFS children access remote learning through Google Classroom and Tapestry. Information and videos for parents and carers about accessing Google Classroom can be found on the school website. Pupils' login details can be requested from the office or by contacting the class teacher via their email account.

### **If my child does not have digital or online access at home, how will you support them to access remote education?**

The school recognises that some pupils may not have suitable online access at home. The school takes the following approaches to support those pupils to access remote education:

- The school has a limited supply of laptops and devices which are available for pupils to use at home. Parents and carers should email the school office on [admin@robertdrake.essex.sch.uk](mailto:admin@robertdrake.essex.sch.uk) with any requests;
- The school is able to apply for routers for those families who do not have suitable internet access. Parents and carers should email the school office on [admin@robertdrake.essex.sch.uk](mailto:admin@robertdrake.essex.sch.uk) with any requests;
- Wherever possible, the school will not set tasks which require the pupils to print resources. However, pupils can print resources if they wish. Instead, pupils are able to complete tasks on paper and submit them via Google Classroom;
- If a pupil does not have access to the internet, they should contact the school office on [admin@robertdrake.essex.sch.uk](mailto:admin@robertdrake.essex.sch.uk) for support.

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

A combination of the following approaches is used to teach pupils remotely:

- A daily Google Meet session - to discuss the learning for the day and to review any previous misconceptions;
- Three tasks are set each day covering English, maths and a foundation subject on Google Classroom or Tapestry for EYFS;

- Recorded teaching (video/audio recordings made by teachers);
- Printed paper packs produced by staff (e.g. workbooks, worksheets) for identified pupils;
- Reading books pupils have at home;
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- All work is marked and, where appropriate, comments are made in a timely manner for improvement and to increase motivation.

## **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 school expects all pupils working remotely to join the live Google Meet session each day. Where this is not possible, the session will be recorded and posted to Google Classroom for the pupils to watch later in the day;
- The school expects parents and carers to assist their child in accessing and completing the remote learning. It is important that parents and carers also set daily routines to support their child's education.

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

#### **Checking Pupils' Engagement**

- Attendance at Google Meet sessions each day;
- Checking work is of the expected standard and is turned in regularly;
- Where engagement is a concern, parents and carers will be contacted by telephone, email or ParentMail.

### **How will you assess my child's work and progress?**

The school's approach to feeding back to pupils about their work is as follows:

- All pupils' work will be acknowledged through Google Classroom and where appropriate written feedback may be given. Feedback may include, but is not limited to: praise, next steps for improvement, addressing any misconceptions;
- Group or class feedback, including praise and addressing common misconceptions, will also be given through Google Meets where appropriate;
- Any individual feedback will be made by the member of staff marking the work via a written comment online when the work is returned to the pupil.

The school's approach to assessing the pupils' learning is as follows:

- Regular assessment will continue to be undertaken where appropriate on Google Classroom;
- Assessment may take the form of: key learning quizzes for foundation subjects and grammar, arithmetic tests, teacher assessment for writing, spelling tests, specific questions from previous standardised tests;

- EYFS pupils are observed completing practical tasks, learning through play and social interactions via videos and pictures uploaded to Tapestry;
- Phonics in KS1 and EYFS will be assessed via videos of pupils reading given sounds and words which are uploaded to Google Classroom and Tapestry. The sounds and words will be taken from the Letters and Sounds curriculum.

## **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?**

The school recognises that some pupils, for example those pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. It is acknowledged that this may place difficulties on some families, and the school will work with parents and carers to support those pupils in the following ways:

- Where possible, SEND pupils will have full access to remote learning through a combination of online and paper-based activities according to their individual needs;
- EYFS children use Tapestry in addition to Google Classroom to access their remote learning.

## **Remote Education for Self-isolating Pupils**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education that is provided will 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?**

- Any pupil who is self-isolating will be given either a pack of work or online learning, to complete which follows the school's curriculum for English and maths. They will also be given work related to a foundation subject to complete which runs parallel to the work completed in school;
- There will not be a Google Meet session. However, regular phone calls will be made by a member of staff to check the pupil's wellbeing and progress with the remote learning;
- All submitted work will be acknowledged via Google Classroom and, where appropriate, written feedback will be given.