



## Greyfriars Academy



# Provision for Remote Learning

## 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: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we 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?

Children are able to access home learning immediately on the first day of being sent home.

Access is via the school's website, [greyfriars.academy](http://greyfriars.academy) by clicking on 'Classes' and then the child's class name.

Children have been given any additional login details that they may need to access Bug Club, Tackling Tables, Power Maths and Lexia. These may also be obtained via the school office: 01553 773087 or by emailing the child's class teacher.

Parents/Carers may request paper learning packs if they are unable to access online learning. These will be available within 48hrs.

### 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?

We 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.

For example, PE lessons will be adapted to focus on developing fitness and stamina within a home situation and Science lesson practical sessions will be 'modelled' and adapted so that they are appropriate to be watched or carried out at home by individuals.

## 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:

<b>Key Stage 1</b>	A minimum of 3 hours learning activities each day.
<b>Key Stage 2</b>	A minimum of 4 hours learning activities each day.

## Accessing remote education

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

Children can access their learning activities online via the school's website, [greyfriars.com](http://greyfriars.com). Click on the 'Classes' tab, and then the name of the child's class. Children have logins provided to access specific areas of learning through sites, such as Bug Club (KS1 only), Tackling Tables, Power Maths, Education City and Lexia (named children). There are also links to other online resources and videos, such as those provided by the BBC and The Oak National Academy.

The school is currently working with KWEST and the DfE to develop a Greyfriars online digital platform, to be launched shortly. The Microsoft 365 (TEAMS) online digital learning platform will be accessed by children through their own Microsoft 365 school log-ins. This learning platform will provide learning assignments, incorporating some of the resources currently accessed through the website. Children will be able to participate in some daily 'live teaching' sessions provided by school staff and will receive feedback on the work they submit. Assessment activities will also be accessed through the online learning platform.

Children and parents will receive detail about how to set up and access the new online digital learning platform, together with their school Microsoft 365 accounts, protocols and expectations.

## **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 are currently carrying out a survey to identify where families are unable to access online remote learning due to not having sufficient devices, eg tablets/laptops.

Parents should complete this survey to help us to collect the information and provide support where we are able. In addition, parents/carers may contact the school office if they have a problem accessing online learning due to insufficient devices.

The school has been allocated a number of devices/laptops that will be provided where there is an identified need.

The school will try to support parents where they have difficulties accessing the internet. We will request additional data for families through a government scheme. Letters explaining this will be sent to parents so that they may request additional data if needed.

The school may also be able to issue or lend devices that enable an internet connection (for example, routers or dongles).

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

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

Teachers publish their class learning each week on the class blog via the school's website. A timetable is provided and the teacher's blog provides aims to motivate and engage the children; it introduces and explains the lessons and activities that need to be completed each day.

Maths and English activities are set for every day, with a range of other subjects provided across the week.

- The Remote teaching approaches that we use include:
- Online activities and assignments set by the teacher
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Powerpoints (teacher and commercially produced)
- Commercially available websites and online learning supporting the teaching of specific subjects or areas, including video clips or sequences; eg. Education City, Power Maths, Tackling Tables, BBC Bite size, BBC Schools, Bug Club, Lexia
- Activities and assignments set by the teacher
- Textbooks and reading books pupils have at home
- 'Live lessons' will be provided by school staff as soon as our online digital learning platform is launched
- Printed paper packs produced by teachers (e.g. blog printouts, workbooks, worksheets)

## 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?

Children must participate in home learning every school day. This is a legal requirement.

Children should work through their learning activities (on their class page on the school website) and attempt to complete the work set.

If a child is struggling with their learning activities, they, or their parent, should email their teacher for support.

Parents/carers should support their child to access their home learning via the school's website. As much as possible, please ensure that your child is up and ready to work at the same time they would have been if attending school.

Parents should remind and support their children to email their completed work to their teacher and contact teachers via email if they have any concerns with the child's home learning.

Parents should contact the school if they have problems with accessing remote learning online. The school will try to support you and can also provide paper packs for collection as needed.

Once 'live lessons' are set up, parents and children should ensure that the protocols are observed. These will be sent to families prior to starting 'live teaching'

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

Teachers check their emails each day to see what work has been submitted by children and their parents/carers. They will email parents or phone families where they see little or no evidence of engagement, to raise their concerns and offer support.

Teachers will phone families at least once a week to see how the home learning is going and to support children and their parents to overcome any barriers that they may have.

Ongoing concerns around lack of engagement is reported to the Senior Leadership Team (Mrs Barrett, Mrs Marshall and Mrs Allen) and Parent Support Advisor who will contact families to discuss expectations, and support the family in moving forward so that their child is able to engage with their learning. This will be monitored and regular contact will be maintained with the family by the class teacher and/or PSA.

## 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:

Currently, pupils' work is emailed to teachers. The teacher will respond to this and provide feedback to the pupil via email. Where specific support is needed, further email or phone calls may take place between the child and the teacher. The teacher is available for emails from parents/carers and children throughout the school day but may not be able to respond immediately if they are also teaching children in school.

Teachers will set tasks to assess the children's learning, such as 'Cold Tasks' and 'Hot Tasks' in their Writing lessons.

Where a teacher can see that a child is struggling with an activity or concept, they will adjust work for individuals to support them to understand and make progress. Similarly, a child may be further challenged through differentiated activities where needed.

Teachers also give feedback to groups and whole class via the school website via their Friday Blog.

Some activities are accessed via online sites such as Education City, Bug Club, Phonics Tracker, Tackling Tables and Lexia. These provide feedback and assessment to the pupils directly and to the teachers so that they are able to set further work to enable the child to progress in their learning.

Once our TEAMS digital online platform is developed, all work will be submitted via the platform and teachers' feedback will be directly returned, without the need for emails. In addition to the current assessment methods, children will be able to access a range of quizzes and assessment activities which will help their teacher to have a clear picture of their progress and provide learning activities to help them move on.

## 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 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:

Every child's needs are different. Our remote support for children with SEND is tailored to their individual needs as far as possible.

We subscribe to online learning platforms such as Tackling Tables and Education City which allow us to tailor the level of work for each child. Through these, we are able to monitor closely the progress and engagement of SEND pupils and modify activities accordingly. Children who would benefit from additional support in reading and spelling are able to access the Lexia program from home. Our Lexia learning lead monitors children's progress closely and will contact parents with additional activities or advice if there is a concern with children's accuracy, progress or usage of the program.

Children with an EHC are encouraged to be in school, but where families wish to keep their child at home during this time, we work closely with them to identify the provision they feel they can offer at home and provide activities and resources to facilitate this. Where the family requires physical or paper-based resources, these are provided. These activities and resources are tailored to match EHC outcomes wherever possible.

We have a small group of children who are learning at mostly a pre-formal level and who usually access a bespoke curriculum. For these children we provide a weekly box of physical resources and activities such as fine motor activities, oral motor activities, sensory play, early reading and maths activities. Each box is tailored to the child's individual needs and special interests. Parents are also provided with a pack of activity ideas they can dip into in addition to the box activities. We drop these boxes to families in person so that we are able to talk through the resources and provide support as needed.

Our PSA is proactive in working with families who may need pastoral support or advice and signposting.

When our online learning platform is in place, we will be offering online Speech and Language Therapy lessons and small group live intervention sessions working on English and maths IEP targets. Our PSA will provide video sessions to support Social, Emotional and Mental Health needs such as anxiety or self-esteem.

## 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?**

If an individual child needs to self-isolate they will be able to access their learning at home through the school's website; [greyfriars.academy](http://greyfriars.academy), click on the 'Classes' tab, then the name of their class. Where individuals are self-isolating, it may not be possible to provide 'live teaching' from school staff, however the child will still have access to a sequenced and progressive curriculum, in a number of different subjects, which is in line with that followed by the rest of the class being taught at school. They will be able to access relevant teaching sessions from The Oak National Academy and other online resources in support of the learning.

Children will be expected to email their teachers with their work and will receive emailed feedback, within 48 hrs. Parents may also contact the school office to arrange a telephone conversation with their child's teacher during the school day. Due to in school teaching commitments and balancing workload, teachers may not be able to respond immediately but will endeavour to do so as soon as possible, and within 48 hrs.