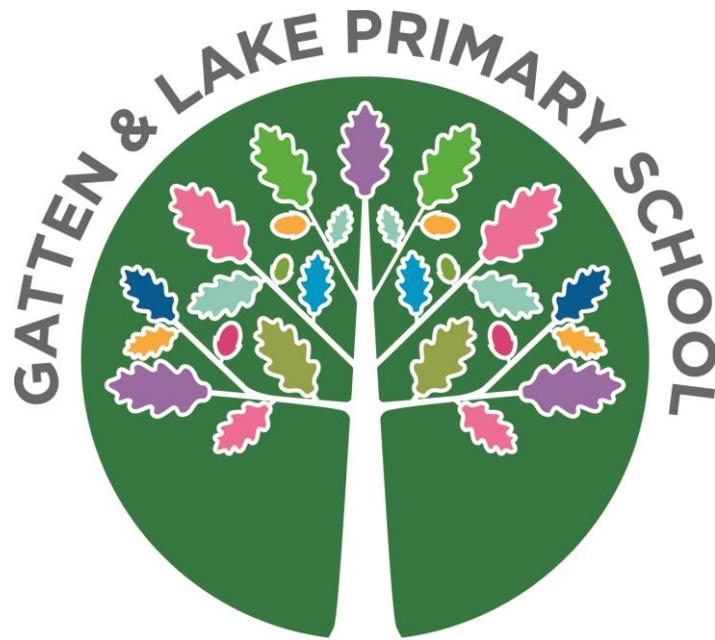


**Sharing information about our remote education...**



# **Gatten and Lake Primary School**

**January 2021**

**Headteacher: Mrs Rebecca Day**

## 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?

In the day following a class / bubble closure at Gatten and Lake, we will offer one of two things. We will either:

- Begin remote learning immediately following the model laid out in our remote learning policy. This consists of up to 6 learning tasks a day based on our principles for teaching and learning during remote learning times and in line with the Government's recommended hours of education provision of a minimum of 3 hours a day in KS1 and a minimum of 4 hours a day in KS2. **OR**
- Provide a two day pack of prepared learning for you linked to the correct year group curriculum.

This very much depends on the circumstances of the class/bubble closure and will vary according to staff levels at that time.

In either case any resources, equipment, bespoke learning aids and support will be available for you.

## **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?**

As soon as we start remote learning for a class/bubble we aim to complete the following:

- 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, we need to consider the curriculum for every subject area to ensure it is suitable to be delivered at home. It may not be suitable to deliver some aspects of science, such as magnetism or electricity without the appropriate resources to teach it in the home environment.
- Subjects such as art journeys can go ahead with provision of resource collection or home delivery drop off, to enable all children to participate in the tasks whether they are in school, or at home, e.g. Greek masks.
- Examples that can be enhanced during bubble closure can be linked to mathematics, such as time and measures, whereby practice and rehearsal can be enhanced due to greater opportunities to build these subjects into the day. Parents, carers and extended family find this quite concrete and easier, to build into the routine of the days, as extra practice.
- Each year group unit is considered carefully and the curriculum is adapted where it is suitable to do so, to support families as much 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 the following number of hours each day:

EYFS	Up to 3 hours of learning opportunities a day, which varies child by child
Key Stage 1	Minimum of 3 hours work per day
Key Stage 2	Minimum of 4 hours work per day

## **Accessing remote education**

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

Remote learning is set each day by the teacher on the online platform – Class DoJo. The teacher sets the daily learning by posting a written post on the class story page. Within this post the teacher sets the lessons for the day. This is for every class from YR to Y6.

This is frequently followed by a recording of the teacher setting the learning for the day, modelling the learning of the day such as mathematical methods, PSHE examples, class reading, etc Any supplementary materials that the children need for the day are also provided on here.

Some tasks for children in YR to Y6 are also posted on Purple Mash – set as ‘ToDo’s’ when the child logs in to their account.

Completed work is to be uploaded to the child’s portfolio file within the Class DoJo Platform within Years 1-6. All parents and carers are provided with support to do this.

Children in YR upload their work to Tapestry in the way they have already been introduced to, as the mode of sharing children’s experiences from home.

Some children, not necessarily all children, will benefit from additional 1:1 time from their class teacher, which is offered within our ongoing provision on a daily basis at school. Whilst we work remotely, this is done through the online system ‘Microsoft Teams’ which can run on any device through your email account access. This provides visual and auditory access to the class teacher or school staff for 1:1 teaching, learning and wellbeing sessions.

A reliance on technology is not expected though. Please see more information in the section below.

### **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:

Gatten and Lake provided a survey to families of children at the school with respect of technology access. This was used as a basis for issuing technology into homes and households. This was in the form of pre-owned school technology and DfE provided technology.

However, this ongoing support is still in place. Through weekly and fortnightly phone calls and checks in with each family, we can celebrate success and also establish reasons for non-engagement including technology. We have adequate supply to still be able to offer out technology to anyone in need of this.

An agreement is in place for the duration of the technology use, ensuring safety measures such as online access,

If online access proves to be challenging and this cannot be secured for the family, then paper based work is prepared and printed for collection or delivery to families. This includes not only paper based materials but also physical resources to support learning, stationery, craft materials, etc..

On completion of work, it is expected that work is brought back to school for submission at the same time as new work is collected, or swapped. This is exactly the same, if in exceptional circumstances, delivery of work packs to the home environment, is in place. We would swap completed work packs for new work packs.

For further information on any information above, please contact the school by telephone: 01983 869910 or by email: [admin@gattenlakepri.iow.sch.uk](mailto:admin@gattenlakepri.iow.sch.uk) or come to the school office during the hours of 9:30am – 2:30pm where someone will be able to support you.

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

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

Gatten and Lake use the following approaches to teach pupils remotely:

- Recorded teaching (e.g. Video and audio recordings made by Gatten and Lake school teachers, pre-recorded lessons) These are posted on Class DoJo, for consistency of approach or a link used to access any pre-recorded videos by other professionals.
- printed paper packs produced by teachers (e.g. workbooks, worksheets as a follow on to learning) These can be collected from the school at a suitably agreed time or in some cases delivered to the home environment.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- live teaching (online lessons) in specific individual cases via Teams to support individual misconceptions, to scaffold children or to provide intervention work for those with additional learning needs.

## 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?

At Gatten and Lake, we have high expectations of children engaging in their learning. However, this is sandwiched between praise and rewards, as well as positive feedback and addressing misconceptions. We do appreciate that children completing work set by school, at home, can bring its challenges, however we must focus on the positives.

Expectations will remain high, with work set for up to six lessons a day covering the full range of subjects over the week. We would like every child to engage with learning every school day working towards completion of the work assigned to them. However, we do appreciate some days are more challenging and therefore completing work at a different time may be possible or some days not every task will be completed to a full extent.

Children will be able to access the work, largely independently. Of course, supporting your child with feedback and encouragement is essential and we would really encourage this. Completing any work for your child, or over helping, we do not recommend, as this gives an inaccurate reflection of how the children are coping with learning. If you feel your child needs more help or is not understanding, please message your child's class teacher via Class DoJo or call the office and we can help you.

Helping your child set a routine will also help. A copy of 'Supporting your child with home learning routines' has been sent out electronically. We can of course provide paper copies if you let us know you would like one. This also highlights the importance of good home routines, regular breaks, exercise and helping with jobs at home too!

Where there is non-engagement, we will be in contact with you to support you. This is because without some structure to the day, and without some learning times, the gap between your child's success and that of their peers and the age related expectation will widen. We want to reduce this at all costs.

Where support is needed for motivation, encouragement or learning support, we will meet with you and your child over the telephone or via a Teams meeting to offer support and guidance.

Rewards are also being sent in the post, from the headteacher, to keep motivation high.

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

The leadership team and teachers at Gatten and Lake feel that regular checks on engagement are crucial for continued success and motivation. Therefore, we will be checking on engagement levels each day.

We will be keeping a record of the lessons of engagement each day in the core subjects and the wider curriculum.

Staff at school will be contacting every family at least fortnightly, by telephone, to support engagement and motivation and to say hello. We really miss children in school. However, if we are concerned about non-engagement or we have concerns there will be at least weekly calls to offer support, to arrange delivery of more resources to help you, etc...

If we cannot make any contact or see any engagement with school, we will write to you, requesting you make contact with the school.

If we still do not hear from you, we will make a door-step visit, as we know remote communication can be difficult at times.

If we cannot make contact, we will follow our Safeguarding Policy procedures.

## **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:

At Gatten and Lake we value feedback. We will ask you for feedback on how remote/blended learning is going for you. We do this so we can continually update and revise what we are doing to make it accessible for everyone.

Feedback to children is therefore very important to us. If children have submitted work, they need regular feedback to keep them motivated, encouraged and finding purpose in what they are doing. Teachers will feedback to children on each piece of work submitted. Teaching staff will also provide video lessons to address misconceptions or call individual children to support them further. This could also be by asking questions or by giving guidance.

Children can also respond to their teacher's marking and feedback, which is encouraged and works well.

## **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:

Children that attend Gatten and Lake, who are on the SEN (Special Educational Needs) register or who have targeted support in some subjects may require additional support with remote learning. We have and still can offer spaces to those children who require this provision. However, in periods of self-isolation, it can be difficult to replicate this support that we can give in school.

We will work with families on a 1:1 basis to help the children who need this. This may be through Teams meeting daily or regularly throughout the week. Teachers set differentiated tasks for the children, emailed separately to the class DoJo page (or through DoJo messenger function) provide additional resources for children at home, to help support them with the same materials used in school.

Children and families in Reception Class have daily videos from their class teacher, which model their learning and play with toys and materials. Feedback has been extremely positive that the 'real' teacher is still present daily for children, who have in many cases, only just connected with the school. Phonics and Numeracy is taught daily and personal development is also a daily focus as well as physical development.

Children in Year One have similar experiences but linked to the National Curriculum. The focus on core skill development through the stepping stones of early mathematics, phonics, reading and writing is crucial. There is also a focus on speaking and listening and asking children to present back to the teacher.

Whilst these are generic approaches, we strive to work with families on a more bespoke basis where this is necessary, supportive and essential for engagement. Gatten and Lake continue to provide access to additional services such as Play Therapy; Equine Therapy and internal wellbeing support.

## **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 your child is not in school, because they need to self-isolate and the expectation is that all children attend school, a work pack will be sent home for your child to complete.

In YR and KS1 this is focused around a traditional tale but covers work for all subjects of the curriculum. Specific work for your child will be sent linked to core subjects where possible. Teams meetings can be arranged to keep engaged and the link between home and school maintained.

In KS2 the work pack is linked to a musician, but all linked work connects with every subject of the curriculum. Specific work for your child will be sent to you, linked to core subjects, where possible. Teams meetings can be arranged to keep engaged and the link between home and school maintained.

If pupils are self-isolating, but remain well, they are expected to complete remote learning and submit in the way explained throughout this document, via Class DoJo or Tapestry.

## **How will the whole school community ethos be maintained during remote learning provision?**

In order to ensure we have whole school engagement there will be a weekly assembly, led by the Headteacher.

Whole school focused weeks and challenges will be set for pupils and families to engage in. Examples of this will be mental health and wellbeing, fitness & health and music, to name just a few examples.

The outcomes of these will be shared as a presentation at the end of the week, so children feel part of the whole school community and feel connected to the wider whole school bubble, whether in school or at home.

Ensuring we make children and families connected to the school community during remote provision, will for us, ensure a successful reintegration of everyone to the school on wider reopening later in the year.

If you request further information than that provided within this document, please do not hesitate to contact the school. We would be more than happy to help you.

By telephone: 01983 869910

By email: [admin@gattenlakepri.iow.sch.uk](mailto:admin@gattenlakepri.iow.sch.uk)

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PO37 7DG