

Sheepscombe School's Remote Learning Offer

The information in the document below sets out Sheepscombe School's remote learning offer for 2021, effective from January 2021 onwards, should children need to be educated at home due to the impact of Covid-19.

The template was provided to schools by the DfE and has been designed to help school leaders share relevant information with pupils and parents or carers about how they will provide remote education.

The information will also be published on the school website on or before 25 January 2021 to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

The template below has been edited, as suggested by the DfE, to reflect the position and current offer from Sheepscombe School as well as taking into consideration the reflections made from our previous period of online learning.

Schools have received guidance and support on how to meet the expectations for remote education via the remote education good practice guide and school-led webinars.

The document sets out our offer as it stands currently. You will notice that there are some changes from our previous remote learning schedule, the main aspect being that we will set work daily online rather than via a weekly schedule as we did in March 2020.

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 at Sheepscombe School, should local restrictions require entire cohorts, bubbles or the whole school to remain at home from January 2021.

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 two days of being educated remotely might look different from our standard approach, while staff and leaders 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 two days of pupils being asked to stay at home?

For the first two days following school closure (for a bubble, cohort or the whole school) work for each class will be set by teachers and emailed out to parents by Mrs Powell by 10.00 a.m. each day. Sessions may be 'stand alone' sessions rather than linked to our thematic curriculum and may include the practice and consolidation of key skills already taught.

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 endeavour to teach the same, or close to the same, curriculum remotely as we do in school wherever possible and appropriate. Teachers have already completed termly planning ahead of time and will make adaptations if learning is home based to make things as straightforward as possible for children and parents to access.

However, there may be some adaptations required in some subjects. For example, if an art activity requires specific resources that may not be readily available at home then an alternative art session will be planned that is easier for all children to access.

Remote teaching and study time each day

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

The Secretary of State for Education has set down minimum expectations to which schools must adhere for remote provision in both primary and secondary schools. We therefore expect at primary level that remote education (including remote lessons and independent work) will take pupils broadly 3 hours per day. This can be completed across a number of sessions, with regular breaks.

We understand from our previous online learning experience in March 2020 that children's routines at home may have a different natural flow to the day and schedules may also need to take into account the needs of parents who are working from home. Therefore, we will endeavour to set work that is of a manageable quantity for parents to support and that does not set specific times of day for this work to be completed.

Accessing remote education

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

As a school we are continuing to use Google Classrooms which we set up during the lockdown in March 2020. We have the same Sheepscombe specific domain for this. This is called [:. spshomelearning.org](https://spshomelearning.org)

To enable children access, we have created usernames inside this domain. These usernames are associated with an email address for login purposes but are restricted so that no direct e-mails can be sent and received within the domain. We have only used first names (and a surname initial where there are two children with the same first name) e.g. Bob the Builder would be bob@spshomelearning.org

Each child has an entry password to gain access to Google Classrooms, which is supplied to you by the school. Most parents will already know theirs from the previous lockdown period. New children will have theirs supplied. Logging in will take your child to a set of 'classrooms' to which they belong – for example 'Year 2 Classroom', 'Forest School' or 'French'. Children will belong to more than one classroom and siblings may belong to different classrooms.

Mr Dangerfield is our technical expert and can assist with login problems or access issues. He can be contacted directly at jdangerfield@sheepscombe.gloucs.sch.uk. Please note this is the regular office365 address for the school as we have disabled the email function within Google Classrooms as part of our online safety measures for children. Technical support is available within the regular times of the school day – from 9.00 a.m to 3.30 p.m.

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 aware that the vast majority of our pupils are able to access material posted online using a device within the home as we have already used Google Classrooms during the lockdown period in March 2020.
- However, in the rare cases where parents do not have access to the internet via a device or mobile phone to see the work set we are able to prepare printed materials which parents may pick up for their children.
- Parents collecting paper based resources are expected to hand in completed work for marking twice per week. This must be dropped off at the school.
- We are aware that some families have a limited number of devices to use and also could potentially have children from multiple schools who all may require access to online learning. Therefore, we will try to provide lessons that require as little time in front of a screen as possible.

How will my child be taught remotely?

We use a combination of approaches to teach pupils remotely:

We will make use of the following remote teaching approaches:

- live discussions or 'hangouts' with the class teachers each day (class teachers will supply a timetable for their classes) via Google Hangouts - easily accessible from the main Google Classrooms page
- recorded video lessons from the Government's Oak National Academy lessons
- video/audio recordings may also be made by teachers or links provided to suitable sessions – eg authors reading their work or video clips from BBC Bitesize.
- printed paper packs produced by teachers (e.g. workbooks, worksheets) which parents may be asked to collect in a Covid-19 safe way or asked to print off or read through at home
- textbooks and reading books pupils have at home or that are supplied by the school
- commercially available websites supporting the teaching of specific subjects or areas, including video clips, sequences or 'draw-alongs' for example
- long-term project work and/or internet research activities will not typically be set (as the DfE advice to schools is that they are expected to avoid an over-reliance on long term project work or internet research). Where an element of research is required teachers will try to supply the relevant reading material
- In Nursery, Reception and Year 1 work provided will often be of a practical nature or of observed play, playing alongside another or interaction with resources or participation in speaking and listening activities. We will provide guidance for parents but by the nature of the age of children in these year groups there will be a greater involvement from the adults in the home.

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?

As a school we ask that you:

- support your children's engagement with remote education by enabling them to log in to Google classrooms to see the work set and by ensuring they understand and have access to the tasks for the day
- support your child with the routines of remote learning to build good habits – important especially should we find ourselves in an extended period of national lockdown or having to undertake multiple periods of self-isolation
- assist your child by explaining or reading through the work set, checking in on them mid-way through and helping overcome difficulties with any tasks as well as providing praise and encouragement for effort, quality and completion of work
- we will try to reduce the number of hours each child needs to sit in front of a screen each day (for their well-being but also to reduce pressure on others in the family who may need to work on the same device) but this inevitably means that parents will have to take a greater role in supporting their children's learning via discussion and monitoring the outcomes of work as well as supporting the child if they become 'stuck'.

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

- Teachers will keep a register/tally of attendance at class hangouts, via comments posted in the class streams or by checking to see who has handed in work to check that all children are regularly present, ideally we would have contact daily – there is no requirement to join all sessions as we recognise there are pressures on families, but we would like to hear from you or your child regularly
- Teachers will monitor and mark or comment on work submitted to check that all children are engaging with remote education over time
- Where we have not heard from a child or their parents for a number of days Mrs. Powell or the Class teachers will make contact with the parents to check that all is well.
- Children can contact teachers each day via Google Classrooms for help and support and parents can contact teachers by email using their regular office365 email address - you can expect a response during school hours: 9.00am to 4.00pm. Responses outside of these times are at the discretion and availability of the teacher.

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 via comments placed in the class or group stream, via discussions during Google Hangouts or via 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:

Completed work should be uploaded by children/parents into Google Classrooms, or may be emailed directly to the class teachers – either as a document or as a photograph.

Staff endeavour to give personalised feedback by the end of the next working day for any work submitted in this way. Should parents or children submit work and not receive feedback they should contact the class teachers directly to check that work has been received in case there is a 'technical glitch' which we will then try to sort out.

Teachers are also happy to mark work directly in paper form which can be dropped off at the school for marking.

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 or to make progress in their learning?

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 or may need a more bespoke offer. 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:

How we will make adaptations:

- children with SEND needs will, where appropriate, have their own 'classrooms' where personalised work and activities can be set by teachers with the support of the SENDCo Mrs George.
- we will provide, where needed, practical resources to support learning in the event that parents do not have such resources at home. These will be prepared by teachers and can be picked up from the school.
- we anticipate that we may be able to offer any children in our setting with SEND needs access to our Keyworker/Vulnerable children provision, if we are allowed to offer it at the time of any lockdown. Currently there are 8 pupils with identified SEND needs in our school at a My Plan level or above. Places will be risk assessed at the time and you will be contacted directly by a member of school staff with regard to this.

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 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?

We do not expect that children who are poorly are asked to work – the focus must be on getting better and resting. The information below therefore relates to children who are self isolating as a precaution but are otherwise well in themselves and would ordinarily be fit for school.

We will ensure that any individual pupils self-isolating are planned for and receive access to a well-sequenced curriculum with meaningful work each day in a number of different subjects.

On day 1, similar to the whole cohort lockdown plan, children may receive ‘stand alone’ activities set by the class teachers who will email parents directly with work as soon as they are able. The provision of work on day 1 will depend on the time of day that school is notified of absence.

The class based curriculum will be provided from either day two or day three of any isolation, so far as is practically possible, for individual children self isolating at home – children may be set the work from the previous school day/s to complete – so they may work a ‘day behind’ their peer group – this is to allow teachers to evaluate the lessons from the day that they have taught in school and to provide information to parents about any ‘tricky bits’ or possible misconceptions –for example a teacher might set maths work related to telling the time, but may note to parents: ‘in school the class completed maths related to telling the time - some children found it hard to count around the clock in 5 minute intervals so please start with practising this skill’.

Teachers will contact parents directly and provide a work schedule for the following day for any children self isolating by the end of the current working day. Teachers will provide feedback to children if work is emailed in to them. This can be in the form of a photograph or a document.

In the event of self isolation of individual children we will not always upload work to Google Classrooms but will email parents directly with instructions and information. If there is work to access on Google Classrooms we will let parents know.

And finally:

Please be aware that all staff will always be doing their best – but often face similar problems to many of you at home – internet reliability, technical issues that crop

up, demands of own children also learning from home, own health and well-being needs.

If the class teacher is unable to help we will always try and find another member of staff who can.