



Grove Academy Remote Education Provision: Information for Parents and Carers



This information is intended to let pupils and parents/carers know what to expect from remote education where national or local restrictions require entire year groups (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 first instance pupils will be directed to Oak Academy to access remote learning. Paper work packs may be distributed to supplement remote learning, where deemed necessary. All children have been provided with exercise books to provide a place to record their home learning.

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 and provide some pre-recorded and live sessions to support this. However, we have needed to make some adaptations in some subjects and utilise other platforms such as White Rose Maths, Oak Academy lesson videos, TT Rockstars and Bug Club to support home learning.

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:

Key Stage 2	<p>We expect children to be working for 4 hours each day which will include the following:</p> <ul style="list-style-type: none">• Maths activities – at least 1 hour• English (reading/writing activities) – at least 1 hour <p>Alongside this there will be topic based activities (Science, History, Geography, RE, PSHCE). We also expect pupils to take part in some form physical activity each day as well as completing some independent/supported reading.</p> <p>Not all of this learning will be online, some work can be completed independently on paper away from a device. A full timetable will be provided by their class teacher. It is important that children take regular breaks throughout the day.</p>
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Accessing Remote Education

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

<p>Children will access Class Dojo and Zoom as their main platforms for remote learning. Alongside this there will be a combination of:</p> <ul style="list-style-type: none">• recorded and live video sessions to support learning and wellbeing.• pre-recorded assemblies• instructional videos• other digital content including; BBC Bitesize, Oak Academy, White Rose• Timestables Rockstars, Bug Club, Oxford Owl <p>All children will also receive appropriately levelled paper learning packs to support their learning if they are any issues with accessing the remote provision. Some children may also receive phone calls home.</p>

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 have some laptops available for loan from school. These will be initially offered to those families identified through our remote device access survey or via calls completed by staff. We also ask parents to contact the school if they feel that their child cannot access the remote learning at home.
- We also have a number of ways to support with enabling internet connections at home including SIM cards, hotspot codes and guidance on how to access free data from mobile phone providers. We also ask parents to contact the school if they feel that their child cannot access the internet at home.
- Printed paper work packs may be distributed to supplement remote learning, where deemed necessary.
- If pupils cannot submit work online we ask parents to take photographs of the work and send this in via Class Dojo.

How will my child be taught remotely?

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

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Resources provided by BBC Bitesize, Oak Academy, White Rose
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at 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?

Grove Academy is committed to working in close partnership with families and recognises that each family is unique. Therefore, remote learning will look different for different families in order to suit their individual needs and schedules.

We expect all children to engage on a regular basis with remote learning as far as is possible and will support families in establishing this. As far as possible we recommend that a regular routine is established and maintained as this is beneficial for young people.

We recommend that each 'school day' at home replicates a day in school and follows the timetables shared with parents in order to establish a structure to remote learning. Engagement in remote learning is regularly monitored for all children to ensure that they are participating and where this is not the case we will make contact with families to offer guidance and support. Our aim is for all children to be able to access remote learning.

We would encourage parents to support their children with their school work as much as they can, including finding an appropriate quiet place to work and, to the best of their ability, encouraging them to work with good levels of concentration. We appreciate that this can be challenging and therefore we do our best to ensure that all work set can be accessed independently by our pupils. When work is marked and feedback provided, we expect children to respond to any requests to revisit a piece of work, make the relevant changes and then re-submit.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school as soon as possible so that we can endeavour to resolve the problem. This will be discussed on a case-by-case basis.

Parents should follow the normal absence reporting process if their child is unable to complete their work for any reason e.g. illness, personal circumstances.

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

Pupil engagement will be monitored by teachers, inclusion staff and academy leaders.

Teachers will monitor children's work and engagement on a daily basis on Class Dojo and Zoom by:

- Providing daily contact with pupils as and when needed between the hours of 8.30 and 2.40pm.
- Endeavouring to provide feedback on at least one piece of work each day.
- Monitoring attendance at live sessions each day (where equipment is available)
- Providing daily live welfare sessions at the end of the day (Monday to Thursday)
- Completing weekly engagement trackers at the end of each week for all children.

If there is a concern around the level of engagement of a pupil/s parents/carers will be contacted to discuss and assess how/if support from the academy can assist with increasing participation.

- Parents/carers should communicate with class teachers via Class Dojo to share their concerns.
- Any email communication should be sent to the academy office at grove@espritmat.org
- Any concerns or complaints shared by parents or pupils will be reported to a member of SLT and the normal processes and procedures will be followed. Any safeguarding concerns will be immediately referred to the Designated Safeguarding Lead.

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:

Teachers will endeavour to provide feedback on children's work on a daily basis via live sessions and Class Dojo by:

- Being available for daily contact with pupils between the hours of 8.30am and 2.40pm. Work submitted after 2.40pm may not be marked until the following day
- Providing individual feedback on at least one piece of work each day. This may include suggested improvements which children need to act upon and re-submit their work.
- Providing feedback and support on work during live sessions to support with any barriers or misconceptions.
- Providing feedback and well-being checks during a daily live session at the end of each day (Monday to Thursday)

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:

Teachers will continue to set appropriate work for the child and meet their individual needs as far as is possible to support them in achieving any individual targets or meeting their EHCP (Educational Health and Care Plan).

Where possible we aim to carry out specific interventions remotely.

Teachers are readily available to offer support and guidance and parents/carers should contact via Class Dojo if they need this.

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?

Children who are self-isolating will still be able to access the same remote learning as all other children as outlined above during school closures.

In the event of isolation when the academy is open, remote learning will be set using the same process but the live and pre-recorded sessions would not be available as readily and other platforms such as Oak Academy would be used.

Work will be set at an appropriate level to meet their needs and broadly in line with the curriculum being taught in school as far as is possible.