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Providing Remote Education - Guidance for Parents

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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.

In the event of a local outbreak, the PHE health protection team or local authority may advise a school to fully or partially close temporarily to help control transmission.

Roe Green Infant and Strathcona School has a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other students, or it may involve remote education for certain year groups for a period of time.

For details of what to expect where individual students are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

At Roe Green Infant and Strathcona School our ultimate aim is to try and follow the intended curriculum whether students are in school, working from home, or a combination of the two. Our preference is to provide video lessons to follow the curriculum where possible. These may be live or pre-recorded. Where neither is possible, we may set video lessons provided by the Oak National Academy, which match our planned curriculum.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Our remote education platforms are Google Classroom, Microsoft Teams and Tapestry. All students and teachers have received training in this, and so lessons will continue immediately via these platforms. Students can access this using the dedicated app (available for all devices) and can sign in to

- Microsoft Teams (username@rgreeninf.brent.sch.uk) and password

or

- Google Classroom (username@apps.rgreeninf.brent.sch.uk) and password

If you do not have these details, then please email the class teacher in the first instance

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, in PE lessons, students may be set a series of challenges to develop their personal fitness. In practical subjects such as music and art, work set may be a combination of practical work (where possible) and theory work.

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 students a minimum of 3 hours per day. When all students are in school, we operate a split break system to keep students in year group bubbles. The timings for these vary depending on the year group. Therefore, to maintain simplicity, where there is a partial closure of a year group and a group of students required to isolate under track and trace, we will stick with the specific timetable for that year group, which will be confirmed by email.

In the instance of a full closure of a year group, where all students remain at home, we will use the following timetable (timings may differ for the different year groups) to avoid any split lessons:

EYFS	Nursery Children in the Nursery are expected to undertake a <u>minimum</u> of 1 and a half hours of remote education a day. A weekly timetable of learning, detailing daily activities are shared with parents via email and on Tapestry. The timetable includes live sessions, stories recorded daily, links to educational websites and practical activities.
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	<p>Reception</p> <p>Children in Reception are expected to undertake a <u>minimum</u> of 3 hours of remote education a day.</p> <p>A weekly timetable of learning, detailing day to day activities are shared with parents via email and on Tapestry. The timetable includes live sessions, recorded stories, assemblies, links to educational websites and practical activities.</p> <p>Each day, each class receives:</p> <ul style="list-style-type: none"> • A 45-minute live session which takes place in the morning. This includes registration and an explanation or modelling of a lesson from the teacher. Activities for the rest of the day are also explained
Key Stage 1	<p>Children in Year 1 and Year 2 are expected to undertake a <u>minimum</u> of 3 hours of remote education a day.</p> <p>Weekly timetables, detailing day to day lessons, activities and assemblies, are shared with pupils and parents via the school's remote education platforms. These timetables also include suggested break and lunch times.</p> <p>Each day, each class receives:</p> <ul style="list-style-type: none"> • A 30-45 minutes live meeting at the start of the day which includes registration and an explanation or modelling of a lesson from the teacher.

	<ul style="list-style-type: none"> • A mixture of in-school live and pre-recorded lessons, and links to access external online classrooms/content.
Key Stage 2	<p>Children in Year 3, Year 4, Year 5 and Year 6 are expected to undertake a <u>minimum</u> of 4 hours of remote education a day.</p> <p>Weekly timetables, detailing day to day lessons, activities and assemblies, are shared with pupils and parents via the school's remote education platforms. These timetables also include suggested break and lunch times.</p> <p>Each day, each class receives:</p> <ul style="list-style-type: none"> • A 30-45 minutes live meeting at the start of the day which includes registration, an explanation or modelling of a lesson from the teacher and reviewing submitted work. • A mixture of in-school live and pre-recorded lessons, and links to access external online classrooms/content.

Morning registration and live lessons - all students are expected to attend these via Microsoft Teams.

Accessing remote education

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

All students will access remote education through the remote platforms set up by the school. These include

- Google Classroom, Microsoft Teams and Tapestry (for EYFS)

It is important that parents are regularly checking their email and School Ping accounts in order to get notifications for lessons and additional notices from the class teachers.

When students sign into Google Classroom they will see their classroom and work will be scheduled daily. Children should log into Microsoft Teams for live lessons which are scheduled as 'meetings' in the general area. Students may also be directed to pre-recorded lessons or the Oak National Academy site.

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:

- If you do not have access to a device to complete remote learning effectively, you fall into the category of educationally vulnerable and should contact the class teacher or Virtual Learning Lead at your earliest convenience via their e-mail address.
- If there is an issue with access to a device to complete remote education, please let us know immediately by emailing the class teacher, Miss Riley (Virtual Learning Lead) or the school office admin@rgreeninf.brent.sch.uk (RGI parents) and rgs@rgreeninf.brent.sch.uk (RGS parents).
- We will do everything we can to support remote education as well as helping to resolve any issues with connecting to the internet.
- Wednesdays from 9:00 -10:30 Help Desk Service for parents to talk to a member of IT Team.
- We recognise that some students may only be able to take part in lessons on a device with a small screen, such as a mobile phone. We are happy for students to complete any work set on paper instead of on a computer if needed.
- School work packs are available from the school for parents to collect **(by appointment only)**
- If students are completing remote education on paper rather than computer, they

can always upload a photo of their work. Where this is not possible, we will work with you to find a solution.

How will my child be taught remotely?

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

- live teaching (online lessons) via Microsoft Teams and Google Classroom daily
- recorded teaching (via Google Classrooms/Teams and Tapestry. Lessons, video/audio recordings made by teachers). This includes assemblies and story time.
- printed paper packs produced by teachers (e.g. workbooks, worksheets available on request)
- textbooks and reading books pupils have at home already
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequence (e.g. Active Learn (phonics/ guided reading), Oak National Academy, BBC Bitesize etc.)

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?

We expect all students to engage with remote education as soon as it is required. Each day of remote education begins with registration and a live lesson with the child's class teacher and it is essential that every child attends this. As well as maintaining contact with the class teacher, this session will help to troubleshoot any issues.

As parents/carers we need your support to ensure that your child sticks to the routines of completing school work at the right times and is provided with a space where they can work without distraction. Where this is not possible, please let us know and we will do what we can to help.

Please reinforce clear boundaries with your child during their remote education, such as behaving in a sensible manner during the live sessions.

All parents receive an email that sets out the expectations of the school and parents regarding remote learning, which is part of the school's Remote Learning policy (which is on the website).

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

Student engagement with remote learning is monitored daily and a register is taken for every lesson. Where students are not engaging, this will initially be followed up with contact home to try and resolve any potential issues.

Where students are attending remote education lessons but there are concerns with the quality or quantity of work being done, the individual teachers will make contact with home.

There is an expectation that all children will engage appropriately with the on-line sessions. If there are behaviour concerns, the individual teacher will speak to the child/parent at the end of the session and follow the guidelines as set out in the Remote Learning policy.

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 student work is as follows:

- Teachers may deliver a live lesson through Microsoft Teams and set work to be completed through the remainder of the lesson. This work may be handed in electronically using the assignments function in Google Classroom or teachers may ask students to email it to them.
- With assignments submitted through Google Classroom, there is a feedback function built into the platform, where teachers can mark or comment on student work.
- For the EYFS, parents either take photos of the children's work or upload videos as evidence onto the Tapestry platform.
- For children who are completing paper copies of work. They will be asked to store them and bring the completed work back when they return to work. Different methods will be agreed with the parents to ensure that children are completing the work and the work is marked or feedback is given.
- Teachers are not expected to mark every piece of work in depth, but they will be checking work and addressing any errors or misconceptions with students in subsequent lessons.
- We may use quizzes through online forms to assess student understanding. This provides instant student feedback and scores are recorded so that teachers can address common mistakes in future lessons.

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 students.

Please contact our SEND co-ordinator, Mrs. J Sidhu in the first instance with any specific issues or queries.

Vulnerable Groups

For children with high needs, including disadvantaged, SEND and vulnerable pupils, we are providing additional small virtual group sessions.

Remote education for self-isolating pupils or those who are Clinically Extremely Vulnerable (CEV).

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/ CEV, how will their remote education differ from the approaches described above?

We provide work-packs for all students that contain the necessary work and resources that the students can complete. Parents will be notified when the packs are ready and these will be available via the main school office. There will be some subjects where teachers will direct students to video lessons provided by Oak National Academy, which match the curriculum we are teaching in school. Your child should also email their teachers to let them know of the self-isolation/CEV status. The teacher will then be able to support with specific lesson resources which will be sent via email. Where possible, they may also be able to include the student in the lesson through Microsoft Teams, although please understand that this will not always be possible or appropriate.