

Forest Gate Academy

Remote learning offer

Last updated: K.Higginson

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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.

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?

- The child will be set work on google classrooms, which will follow what is being taught in school where ever possible. There will however, not be two live sessions a day. We will try where possible, to do one a day, which will be the class novel time alongside the children in school.

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, (links to YouTube videos for PE lessons, Art/DT amended as resources may not be available at home.

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:

Reception	A minimum of 2 hours per day.
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Key Stage 1	A minimum of 3 hours per day.
Key Stage 2	A minimum of 4 hours per day.

Accessing remote education

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

Children will access their online remote education through google classroom. This will be a blended approach of live and pre-recorded sessions, plus links to website such as Oak Academy, Purple Mash, White Rose Maths and TimeTables Rock Stars.

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:

- Laptops are loaned from school. Devices are limited and allocated according to need. Vulnerable children are allocated devices as our first priority. Families with no device are then prioritised and any remaining devices are issued according to the number of appropriate devices being shared between pupils in the same household. The school will contact parents if they are eligible for a laptop and will make the necessary arrangements for collection. Parents who would like to discuss this further or to find out if they are eligible should contact the school office:

Email: office@forestgateacademy.co.uk Tel: 01617754356

- Devices that enable internet connection are allocated according to the criteria above.
- For any families who cannot access online learning, a printed pack can be arranged directly with the school. Parents / Carers should contact the school office to make the necessary arrangements.

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Workbooks will also be provided for all pupils in addition to the lessons taught online.

- Photographs of work can be emailed to the teacher (using a mobile phone) if the pupil does not have a laptop/tablet. For any further individual arrangements, parents/carers should contact the school.
- Email: office@forestgateacademy.co.uk Tel: 01617754356

How will my child be taught remotely?

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

Your child will be able to access:

- live sessions twice a day via google classroom.
- recorded teaching (e.g. pre-recorded videos made by the school teachers, Oak National Academy lessons, Ruth Miskin Phonics, White Rose Maths Hub).
- printed paper packs produced by teachers (e.g. worksheets).
- CGP textbooks that have been provided by school.
- Reading books children have access too at home.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

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 pupils to attend the two live google meet sessions a day.
- We expect pupils to complete the work set on google classrooms daily.
- We expect children to submit work via google classrooms or email pictures of completed work every day.
- We expect parents to ensure work is completed and submitted to staff on a daily basis.

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

How we will check engagement?

- Registers will be taken for each live session each day.
- Children will be expected to submit their work or pictures of their work to staff daily.
- Phone calls will be made from school staff home every two weeks to 'check in' with parents and children regarding wellbeing and home learning.

How will we inform parents if engagement is a concern?

- If there is no attendance at live sessions, no work completed for 2-3 days and there has been no communication from parents to say there is a problem, staff will phone home and talk to parents about the work that has been set and see how they can support.

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 least two English, two Maths and two Guided Reading pieces of work will be marked by staff each week.
- Science will be marked each week.
- One piece of topic work will also be marked each week.
- All marking is to be carried out on Google classroom as much as possible – staff will sign each piece they have marked with their name.
- Where children cannot access a device/internet and paper copies are given, feedback will take place via email or the phone.
- Marking is to be completed by all staff who support the class.
- Pupils can respond to marking and feedback via the private comment section on google classroom or on their uploaded google document. If paper-based learning has been uploaded, a private comment to the pupil with suggested improvements is a positive way to respond quickly and efficiently.
- Spelling/Guided Reading/English/Maths/all topic areas will be light touch marked either highlighting grammatical errors or celebrating success. If in other curriculum areas (e.g. Science) and subject specific vocabulary has been spelt incorrectly this needs to be corrected. Maths will be specific to the pupils learning if they haven't achieved their learning objective.
- One piece of English per week will include a 'what went well' and 'next steps'.
- High frequency words, common exception words and spelling patterns that have been taught should be corrected according to the standard of attainment that the pupil is working at, this will be age related expectations for most pupils. There should be a maximum of 5 spelling corrections per piece of work.
- When appropriate, pupils will be given time to respond to any improvement comments in their work.

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:

- Class Teachers have a thorough understanding of the abilities and needs of the pupils in their class, they will plan and differentiate lessons and activities to enable your child to access these and make progress.
- Class teachers may differentiate lessons by providing access to alternative videos, information or visuals to support your child, or by providing a task or outcome that enables your child to respond to the learning at their level.
- Where appropriate, class teachers may provide links to online interventions, such as IDL Literacy or Numeracy to support children in making progress in their area of need.
- Accessing learning online enables your child's teacher to monitor learning and provide feedback to children on their progress towards their individual targets, this enables them to plan appropriate lessons and activities for further learning.
- Children will be able to ask questions, identify to their teacher things they have found difficult or activities they enjoyed by using google classrooms.
- Teachers will have regular, weekly contact with children and families. If families have questions or concerns about accessing remote learning they can email their class teacher.
- As a school we fully appreciate that this is a difficult time for all families, and can be especially hard for families of children with additional needs or disabilities. We understand that you are doing your best to support your child's needs and learning, and our conversations and communications with you will reflect this. If you are having difficulties please email your child's teacher, and if further support is required they will be able to direct your communication to a member of staff who can provide further 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?

The child will still be set work on google classrooms, which will follow what is being taught in school where ever possible. There will however, not be two live sessions a day. We will try where possible, to do one a day, which will be the class novel time alongside the children in school.

Children are to still submit their work on google classrooms or by emailing the teacher directly.