



Remote Learning Offer

Information for parents / carers



Updated January 2021

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if 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 offer.

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?

All pupils have been given their login details for Google Classroom (if they have lost this then please email the class teacher on CLASSTREE@suttongreenpri.cheshire.sch.uk) and work will be set daily for pupils on this site. The work set will be a mixture of teaching videos (The Oak National Academy, RWi etc.), worksheets, slides/powerpoints and activities for the children to complete offline. Work can be submitted to the teacher and there is also the option to ask questions on the site.

If you are unable to access online learning, again, please contact the class teacher to arrange alternative provision.

Please note that some pupils may still be in school whilst others are completing remote learning. There may also be occasions where the teacher is at home but will still provide learning for their class, however if they are unable to do this another member of staff will provide 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. However, we have needed to make some adaptations in some subjects due to the need for resources, group discussions or to fit into the timings of the remote learning day. For example, a class assembly delivered by the teacher by video may prompt discussion which could take place within a class group. When accessing this at home, some children will have to have discussions with siblings or other adults in the household, if at all.

Core subjects (English and Maths) will be taught daily, with other subjects being taught to align with our school curriculum.



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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 a minimum of 3 hours each day, although provision will be made for longer than this with optional access to apps and websites that the school subscribe to e.g. Sumdog, TT Rock Stars etc.

Accessing remote education

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

All work, videos and links will be set on Google Classroom. This can be accessed online <https://classroom.google.com> or downloaded as an app on a smart device.

Access to our other online resources can be accessed at the following websites (if you haven't downloaded the app):

- Sumdog https://www.sumdog.com/user/sign_in
- TTRockstars <https://play.ttrockstars.com/auth/school/student>
- White Rose Maths <https://resources.whiterosemaths.com/resources/>
- Oak National Academy <https://classroom.thenational.academy/subjects-by-key-stage>
- Phonics Play <https://www.phonicsplay.co.uk/>
- Oxford Reading Buddy <https://www.oxfordreadingbuddy.com/uk>

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 pupils are not able to access the remote learning then parents can contact the class teacher via email or phone the school. We will try our best to resolve any technical issues or alternatively will be able to supply learning packs for children to be collected from the main office on an agreed day. If pupils are completing work with the learning packs then they are able to submit the work by emailing this to the teachers (taking photos to email) or can take this to the school office where the work will be isolated before the teacher is able to look at it. For any child that is not accessing the online learning, there will be a weekly phone call made by a member of staff to check on their progress, offer support and have a catch up. If support is needed before this, please contact the



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school via class email or phoning the main office.

Teachers analyse pupil engagement data to assess which pupils may require a loan of a Chromebook to access remote education. We have been allocated a total of 16 devices which have not yet been delivered.

We have applied to the DFE for devices that enable an internet connection. The DFE has allocated Sutton Green zero devices. However, parents have been issued a letter detailing the application process for additional mobile data to support remote learning.

How will my child be taught remotely?

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

There are two main approaches we will be taking with regards to delivering remote education:

1. Live sessions accessed on Google Classroom. Pupils can access this on a laptop, tablet device or a mobile phone. They will require internet access. Please note that sessions will be recorded for safeguarding reasons.
2. Set work on Google Classrooms which will include/signpost pupils to the resources required for the lesson.

For pupils who have temporary issues with accessing online education, please contact the class teacher via email or phone the school. In this instance, paper based work/tasks may be issued as a short term measure.

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?

Whilst we understand that there are many complexities that learning from home can bring, the key to being successful is routine. Maintaining, as far as possible, the times of a normal school day is crucial in supporting pupils to transition from school to home learning. Where possible, pupils would benefit from a quiet place to work or in a busy household, use headphones to help them to focus.

There is no expectation from school that parents/carers are on hand to support pupils directly with their school work. Work that is set and/or delivered through live lessons will be pitched at a level which pupils should be able to complete, with thought, by themselves.



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When pupils are taking part in live lessons, please make sure that they are dressed appropriately eg. not in pyjamas and are ready promptly for the start time of the session.

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

Staff will be keeping track of pupils' engagement with online learning. If we have concerns over the engagement of your child in their learning then we will be in touch to see how we can support you and them to engage in their education. This will usually be by the child's teacher. If you have any concerns of your own about your child's lack of engagement with home learning, please do not hesitate to get in touch with their teacher in the first instance.

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:

For extended periods of isolation, pupils will be asked to upload their work to Google Classroom and/or email it directly to their class teacher. This will be marked in line with our feedback and marking policy.

We use ongoing assessments of pupils learning to support them in their learning and allow embedding of knowledge. As part of assessment, teachers may choose to set online quizzes, activities or Google Forms. Formative assessment will also take place during live lessons where pupils are expected to answer using either their mics or the chat function.

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:



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In this section, please set out briefly:

- Teachers will work with parents/carers of pupils with SEND to ensure they are able to access the differentiated remote learning set. This communication is key in allowing staff to adapt the activities to appropriate levels and for them to monitor pupil progress. Parents and staff should communicate through Google Classroom, but where this is not possible, regular phone conversations should take place. If children are struggling to access online learning as it is so different to what they are used to in delivery, teachers can create work packs for parents to collect from the office.
- For younger pupils (those in reception) school has provided a range of concrete resources which include sound and number flashcards and letter and number formation guides to support them to complete tasks at home. These are available to collect from the school office. Daily tasks are set via Google Classroom which complement the EYFS framework and curriculum as do any activities included in daily live sessions.

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?

For pupils who are self-isolating due to the contraction of the virus by either themselves or as a close contact of someone outside of school, teachers will ensure that either work is set for them to complete (this can be found on Google Classroom). Teachers will be made aware on the day of absence that this is the case and work will be provided accordingly.