



Remote Education Provision: Information for Parents

This statement has been prepared to provide clarity and transparency for parents about how *Gentleshaw Primary Academy* approaches remote learning and the rationale behind the decisions that have been taken.

While recognising that there is no substitute for traditional face to face learning, delivered to our pupils by skilled, motivated staff on a day to day basis, we are totally committed to providing as high quality remote learning opportunities as possible. Considerable care and consideration have been given to the design of our remote learning offer, factoring in issues such as pupil's available technology, age appropriateness of the given task, adequate guidance for parents and flexible accessibility of lessons.

Staff have worked tirelessly to ensure our remote learning stimulates and engages our pupils and supports their progress in these challenging times. We sincerely hope that parents find our approach easy to understand and valuable for their child.

We have outlined below what our parents can expect to receive from ourselves.

Online Tools or Digital Platforms

We will principally be employing 'Class Dojo' and 'Tapestry' (Nursery and Reception) to deliver remote learning.

Parents are encouraged to support their children's work by reviewing the tasks set on Class Dojo together and then making suitable plans to complete the work, submitting any work completed to the class teacher. In EYFS (Nursery and Reception) home learning is posted on Class Dojo but parents are then asked to post photographs and comments of how their child has completed their learning on 'Tapestry'. This enables the children's individual learning journeys to continue to build a picture of the child even during their time away from school. Parents of children in years 1 to 6 are asked to submit photographs or any other evidence of their child's work by emailing their child's class teacher, or by sending a message on Class Dojo. We encourage parents to do this as often as possible in order for teachers to deliver personalised feedback.

Recorded Teaching

Our recorded lessons feature video and audio recordings on a daily basis to support learning. Teachers will upload lessons in the morning and afternoon – delivered by themselves. In addition, they will draw upon quality resources which are available, such as 'Oak Academy'

to support learning through video and online teaching. Our parents/ carers feedback showed that recorded teaching was their preferred method as opposed to live teaching as this enabled them to access it at different points in the day depending upon their need and daily schedule.

Prepared Packs

Supportive resources and additional activities will also be available via a digital/paper pack. Where parents require a pack to be printed they should notify the academy and this will be delivered to the family. For the benefit of marking and feedback we recommend that pupils complete their work online and send it to the class teacher, however when this is not possible paper versions are available.

Feedback

Staff will be able to monitor closely the engagement of pupils with our remote learning offer. By submitting work completed via email or sharing on Class Dojo, teachers can give quality and personalised feedback to each child through private comments. This will support pupil engagement, motivation and continuous progress whilst learning remotely.

Parents will be contacted on a weekly basis by a member of the year cohort team. This is an opportunity to share any concerns, ask questions regarding the work and for the class teacher to gauge any additional support that is required. Additional support may be in the form of 1:1 teaching and interventions, more regular contact or additional resources and tasks.

We have designed our remote learning for 2021 based upon the feedback we received from parents from the 2020 lockdown and bubble closures. We have drawn upon what parents and carers told us worked well, what required adapting and feedback from our children. It has been vital for the views and opinions of our children to support in structuring our remote learning in order to ensure that they are engaged and excited.

Timings

The timings that we realistically expect our pupils to engage with each day are as follows:

Early Years

We don't expect our Reception children to sit working for long periods of time when they are at school and this is the same at home. We recommend completing the activities shared on Class Dojo/Tapestry at different points in the day whilst also allowing the children to do something practical (this could be baking, making or crafting) to explore their environment and play. In addition, we would encourage children to do daily reading/phonics and to do some physical activity, outside if possible.

KS 1

We will ensure that we provide enough learning that children would access on a normal school day. This could be completed in around 2 and a half hours. In school we always say 'Only my best is good enough' and we encourage our children to follow this mantra at home. Our expectations for silent reading (at least 15 minutes per day) remain the same and for physical and mental health a minimum of 30 minutes exercise (in or outdoors) is encouraged.

KS 2

We will ensure that we provide enough learning that children would access on a normal school day. This could be completed in around 3 hours. Children should show their independence and check their own work before sharing it with their teacher and they may be asked to draw upon the teacher feedback to make improvements or changes. In school we always say 'Only my best is good enough' and we encourage our children to follow this mantra at home. Our expectations for silent reading (at least 30 minutes per day) remain the same and for physical and mental health a minimum of 30 minutes exercise (in or outdoors) is encouraged.

Additional Support

We of course recognise that some pupils with special educational needs may not be able to access remote education without support from adults at home. We will support pupils in this situation by liaising with parents/carers to discuss what is and what isn't working for their child. We will adapt our plans, the activities and the level of input by teachers and support staff in order to ensure that these pupils receive learning which is appropriate and personalised to them. Regular opportunities to discuss and amend their learning where necessary will be available through telephone calls, email, and virtual dialogue.

And finally....

We would like to thank parents for their continued support and we recognise the extremely valuable work you do in encouraging your child to engage with the online learning being provided. It is rewarding to receive the numerous positive comments that parents have forwarded to date and we would like to take this opportunity to remind parents that they should not hesitate to contact us with any queries as we move forward. Our academy is constantly reviewing our provision and your comments are welcomed in helping us to continually improve resources where possible.