



South Gosforth First School

'Roots to grow and wings to fly'

South Gosforth First School Remote Education Offer

Learning Platforms: EYFS – Tapestry Year 1-4 - Seesaw

Section 1:

What should my child expect from immediate remote education in the first day or two of pupils being sent home/needing to stay at home? (Non-lockdown scenario)

Day 1 – children will follow the Day 1 menu for their year group which is found in the COVID-19 section of the South Gosforth First School website.

Day 2 - Teachers in that year group will upload specific tasks with clear instructions on to the year group's learning platform which will mirror the work that is being delivered to the pupils in school. Feedback will be given by the Teaching staff on any work that is uploaded at the end of the school day (or the following morning) depending on when it is uploaded.

Section 2:

Following the first few days of remote education, will my child(ren) be taught broadly the same curriculum as they would if they were still in school? (Non-lockdown scenario)

Day 3 onwards:

Teaching staff will upload specific resources and tasks, accompanied by 2 pre-recorded videos of key learning points per day. This work will mirror the work which will be delivered to pupils in school. Feedback will be given by the teacher on any work which the pupil uploads on to 'Seesaw' or 'Tapestry' at the end of the school day.

Home learning resources should be shared via 'Seesaw' (Y1 to Y4) and 'Tapestry' (Reception), as well as being supplemented by websites such as Oak National Academy and White Rose.

These should be mapped to the main school curriculum.

Those children who are accessing the remote learning offer should typically be assigned the same learning objectives, number of hours learning and quality of resources as those working in school to ensure full curriculum coverage.

Maths lessons will be based on content from White Rose and / or 'MyMaths' which directly matches the learning objectives being covered in class.

Teachers should consider how children will receive resources allocated without the supportive atmosphere of the classroom and consistent teacher explanations and staff support. Not all resources and objectives will be appropriate for remote / blended learning experiences and teaching teams should make time to discuss these challenges as part of their wider curriculum planning. The needs of pupils with SEND will be taken in to account when assigning work.

Resources for remote learning can be either online or paper based. Teachers will need to monitor which families struggle to engage in online learning and offer paper-based versions of work or additional supportive resources where appropriate.

The learning of those working at home must be monitored. This could take a range of forms, as appropriate to the age of the children. However, the outcome of monitoring will be recorded and reviewed and approaches will be adapted and refined accordingly.

Feedback will be given to children working remotely. This may take a different form but will be in-line with the feedback given to those children in the classroom.

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Teachers should consider how children will receive resources allocated without the supportive atmosphere of the classroom and consistent teacher explanations and staff support. Not all resources and objectives will be appropriate for remote / blended learning experiences and teaching teams should make time to discuss these challenges as part of their wider curriculum planning. The needs of pupils with SEND will be taken in to account when assigning work.

Section 3:

How long can I expect work set by the school to take my child each day?

Early Years Foundation Stage:

3 hours

Key Stage 1:

4 hours

Key Stage 2:

4 hours

Section 4:

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

Early Years Foundation Stage:

Tapestry Learning Platform (Google Classroom – possible future option)

Well-being sessions and weekly assemblies – Zoom

Book Life – Phonic reading books

My Maths activities

Extra resources are signposted – Oak Academy, White Rose Maths

Key Stage 1 and 2:

Seesaw Learning Platform (Google Classroom – possible future option)

Well-being sessions and weekly assemblies – Zoom

Book Life – Phonic reading books and Reading Bug for those children who have passed their Phonics Assessment.

Spelling and Grammar Bug activities

My Maths activities

Extra resources are signposted – Oak Academy, White Rose Maths, Times Tables Rockstar

Section 5:

If my child does not have digital or online access at home, how will you support them to access remote education?

Our remote learning offer can be accessed on a variety of devices (laptop, tablet or phone).

If the child does not have access to a suitable IT device then they can apply to use a school tablet, which can be signed out and used until they return to school.

There is a limited supply of IT devices in school or Government schemes can be accessed if the school requires additional IT resources.

Workbooks, paper, stationery and other resources can also be supplied on an individual need basis if the Teacher deems it necessary.

Online reading resources have been accessed to limit home/school contact – all children are monitored to ensure they are accessing this resource.

Section 6:

How will my child be taught remotely? (National lockdown scenario – school bubbles and remote learning package)

In the scenario where the whole school/a whole bubble group /class is not in school due to COVID-19 self-isolation, the home learning offer will consist of the following each day:

The class teachers from the child's year group will upload a series of work, tasks and activities on to 'Seesaw' (Y1 to Y4) and 'Tapestry' (Reception) at the beginning of each day when the children are working from home. The time that these activities take should equate to broadly the same amount of time as a full school day. The activities will cover all core subjects (Reading, Phonics, Writing, Maths, Foundation

Subjects, Science, etc). This will be in addition to 5 teacher-led videos per day.

Video 1: A 'good morning' video and a rundown of the day's learning and instructions from the teacher.

Video 2, 3 and 4: Videos of the class teacher delivering specific teaching input based upon what the pupils would have been covering if they had been in school. These can be watched by families as many times as is appropriate.

Video 5: A reading of the class novel and an end of day message.

Please note that the teaching videos will be focussed on core subjects but will also cover a range of subjects throughout the teaching week. This is to ensure that the curriculum which is offered is as 'broad and balanced' as possible. Please also note that there may not be teaching videos from the teacher allocated to every task which has been assigned to pupils. Some tasks may have specific written instructions or may have a video accompaniment from the Oak National Academy or from White Rose, where appropriate.

As well as assigning appropriate work and teaching videos to pupils at home, teaching staff will also be expected to deliver timely and specific feedback to children and answer any questions from parents / carers via the 'Seesaw' or 'Tapestry' platforms throughout the day.

Home learning resources should be shared via 'Seesaw' (Y1 to Y4) and 'Tapestry' (Reception), as well as being supplemented by websites such as Oak National Academy and White Rose.

These should be mapped to the main school curriculum.

Section 7:

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Families are encouraged to access the Learning Platform for their child(ren) every day (unless their child is attending school as part of the key worker or vulnerable child provision) so that we can monitor engagement and maintain contact with the children. Ideally all tasks should be fully completed each day.

Contact is maintained with families working at home through newsletters (email), Learning Platforms, zoom meetings and individual pastoral phone calls from school. This will help us as a school to monitor engagement, progress and be able to offer support and advice as needed. All

families accessing remote learning are encouraged regularly to contact school if they require any support.

Some families with specific challenges (home circumstances, working parents and other issues) may at times be advised to prioritise certain tasks around Phonics, Reading, English and Maths if they are finding other wider curriculum tasks difficult to manage. School will work with them to support them to access the wider curriculum moving forward with resources, advice or support with more specific issues.

At all times emotional well-being is a top priority for school in terms of the children's mental health and that of their parents and carers. Each home circumstance is different and school will support maximum engagement for each scenario.

Section 8:

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

Staff will record any children who are not engaging with remote learning and those with low engagement. This will be followed up by staff in school (including SLT) to find out the reasons behind this. Depending on individual circumstances support will be given or resources provided if this is thought necessary by SLT. In some cases if the child(ren) are deemed to be vulnerable by SLT regular contact will be arranged or, if required, a place in school will be provided. Parents will be part of any discussion and any actions will be decided with them, unless Safeguarding concerns require otherwise.

Section 9:

How will you assess my child's work and progress?

Children's work is monitored by school staff (Teachers and Teaching Assistants) and feedback is given on what they have achieved and possible next steps. Not all work is given detailed feedback but all work is looked at and acknowledged. Over the week the children should all receive feedback and staff will include next steps in their planning, videos or through their zoom meetings (half of the class at a time).

Depending on the length of time children spend away from school accessing remote learning assessments will be included in the planning tasks for children to submit. (This may include spellings to practise, maths assessments, reading comprehensions, the Teachers allocating a new reading level and other linked assessment strategies).

Section 10:

How will you work with me to help my child who has additional support from adults at home to access remote education?

Specific children with SEND may follow the main tasks provided for their year group, be given modified tasks in line with their learning needs or modifications of the main tasks provided for the year group. This will be part of an on-going support process including pastoral phonecalls, school place priority if needed, resources and individual support as required alongside contact with Mrs Fields (SENDCo) and SLT.

Section 11

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

The same process will be followed as in sections 1 and 2:

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What should my child expect from immediate remote education in the first day or two of pupils being sent home? (Non-lockdown scenario)

Section 2:

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were still in school? (Non-lockdown scenario)