



The Gateway Primary Academy

Remote Learning Offer

January 2021

This document outlines the 'Remote Learning Offer' offered by The Gateway Primary Academy. It provides information for parents with regard to 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 document.

If you require any further information about our 'Remote Learning Offer' or any support you may require during this time please contact the school office on office@gateway-pri.kent.sch.uk

The remote curriculum: what is taught to pupils at home?

Please note: when an individual pupil is self-isolating their first day or two of being educated remotely might look different from our standard approach, for example they may be delivered a pack of work from their class teacher by the office.

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

In preparation for any period of National or local Lockdown we have work uploaded onto Google Classroom, which all of our pupils have log in details to. This is to enable us to set work without any delay for the first day of remote education. As soon as staff are aware we are entering into a period of National or local lockdown the work would then be scheduled for pupils to have access to. Work is made available to pupils on a daily basis to make the work manageable for them to complete day by day.

The work uploaded to Google Classroom in preparation for National and local lockdown is regularly reviewed to ensure it is closely aligned to our in-school curriculum and enables our pupils to continue their learning immediately using high quality resources. Differentiated work will be set as necessary.

Families, who have previously had issues accessing work, will be contacted as soon as possible to make arrangements for printed work or to discuss the possibility of the loan of a laptop.

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?

At The Gateway, we teach broadly the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, when complex new concepts are due to be taught, prior learning is more likely to be revisited and consolidated during periods of home-learning to avoid the development of misconceptions. Another example of a curriculum change whilst learning remotely may be differences in the teaching of subjects such as Art which may require specific resources that children do not have access to when learning remotely.

Through Google Classroom, on a daily basis:

- We set the same curriculum remotely as we do in school wherever possible and appropriate. We use videos, PowerPoints, examples of work and other high quality resources to support children when working at home. All of our remote teaching continues to follow our carefully planned, sequences of work we use in school.
- Our EYFS children are set activities across the EYFS curriculum to develop their skills in a range of curriculum areas. They have access to live daily phonics sessions via zoom from 9.00 – 9.30.
- In KS1, children receive the full curriculum and have access to live daily phonics sessions with their class teachers from 9.00 – 9.30.
- In KS2, children receive the full curriculum including French via our Language Angels scheme. They have a daily zoom session from 9.00 – 9.30 to discuss their learning for the day.
- All pupils have the opportunity to attend a second daily zoom session a day from 2.30 – 2.55 to reflect on their learning and to listen to their class teacher read a story and engage in discussions around a text.
- In order to make learning accessible at home we do make adaptations to our curriculum teaching e.g. reducing the resources the children may be required to use or focusing on individual activities in PE (these activities will be uploaded as 'Keeping Active').

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 laid out in the table below. To support our pupils with time management, we have provided an example of a daily timetable on our school website, which pupils may find helpful to use. We have also provided information to support your child when completing their home learning under our Wellbeing section on our website.

EYFS	English: 30 minutes Maths: 30 minutes Reading: 20 minutes
-------------	---

	Phonics: 20 minutes Other curriculum subjects: 1 hour and 20 minutes
Key Stage 1	English: 40 minutes Maths: 40 minutes Reading: 20 minutes Phonics: 20 minutes Other curriculum subjects: 1 hour
Key Stage 2	English: 1 hour Maths: 1 hour Reading: 30 minutes Spelling: 20 minutes Other curriculum subjects: 1 hour and 10 minutes

Accessing remote education

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

The children will access their remote learning through 'Google Classroom'. All children across the school have log in details for this platform. If you need any additional support with gaining access, please contact the school office, who will send you an invite to join the relevant classroom.

During this time, children are expected to continue to read regularly through the use of e-books on Oxford Owl.

- In EYFS/KS1 they can also continue to access Education City, Readwriter, letter-join and Collins Connect.
- KS2, they can also continue to access Education City, Readwriter, Timestable Rockstars and SPAG.com.

Teachers may reference home-learning resources and lessons from BBC Bitesize on their learning timetables. A link to specific lessons will always be provided but BBC Bitesize lessons and resources can also be assessed at:

<https://www.bbc.co.uk/bitesize/dailylessons>

In addition to this, teachers may also direct pupils to watch and take part in lessons from Oak National Academy, White Rose and NCTEM. A link to specific lessons will always be provided but Oak National Academy lessons can also be assessed at:

- <https://www.thenational.academy/>
- <https://www.ncetm.org.uk/in-the-classroom/>
- <https://whiterosemaths.com/>

Accessing Remote Learning Safely

Alongside this document, please take the time to read our zoom protocol and behaviour addendum for when working remotely to ensure you are familiar with practices to ensure your child works safely online when completing their learning. These documents outline the expectations for your child's online behaviour and provide guidance for how to keep your child safe online, for example: reviewing your filtering systems with your online provider and having your child working in a family room with their computer.

All of our staff have been briefed on setting work in an e-safe approach, for example sign posting to particular search engines and they are aware of our zoom protocols. Staff will discuss expectations with children at the start of each zoom session.

If at any time you have any concerns or questions about online safety please contact the school office.

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:

Printed packs of work will be made available for the children who require them. In order to request a printed pack, we ask that parents email the school office at: office@gateway-pri.kent.sch.uk If a parent is unable to email the school office, we ask that they telephone the school office on 01322 220090. Where possible, we request that these packs are collected from school. However, if this is not possible, the school will endeavour to either post or deliver the work directly to those who require it.

We have a small number of laptops which can be leant to children without access to a suitable device for home-learning. These will be prioritised for Key Stage Two children who are eligible for free school meals. A member of the senior leadership team will contact the parents of any eligible children at the start of a period of home-learning to identify any pupils who would benefit from this resource. Individual conversations would then take place with parents to identify access to the internet at home. Where such pupils do not have internet access at home, arrangements would be put in place for children still to access all home-learning materials. An example of such support may involve the weekly transfer of necessary files to the device or the use of a sim-card with a mobile data allowance.

Children without suitable access to devices would also be identified through regular phone calls between class teachers and parents and through monitoring engagement with Google Classroom. Parents without access to a suitable device would also be encouraged to contact the school.

How will my child be taught remotely?

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

In order to maintain pupils' engagement and enthusiasm for learning we continue to use a range of activities and approaches online as we would in school.

Work will be set on Google Classroom as a mixture of materials, assignments (which children are expected to upload work onto) and questions set by the class teacher.

Reading is a key part of our curriculum and is central to our teaching online. All children are set daily reading activities and are encouraged to access Oxford Owl, Collins Connect and audible to develop their enjoyment in reading a range of texts. We also actively encourage parents to contact the school office to arrange a time to change their child's reading books. In EYFS and KS1, daily live phonics sessions are held to support our pupil's development of early reading skills. Alongside this, in all year groups daily story time is held to continue to promote a love of reading and discussion around texts.

In EYFS, the children are encouraged to participate in practical maths activities and develop their understanding of maths in the real world. In KS1 and KS2, we follow the White Rose scheme of learning and provide children with the links to the videos recorded by maths specialists. We also provide challenges and differentiated work, closely matched to our pupil's individual abilities.

Our English work will continue to be cross-curricular where possible and will provide a range of reading, speaking and listening, SPAG, writing and editing activities. Children will continue to write in a range of genres and develop their SPAG skills. Work on, online resources such as: SPAG.com and Readwriter will support their English work. The children are encouraged to share their writing in their daily zoom sessions and to give each other peer feedback/reflect on their own work.

At times, text books may be used to supplement remote learning and reduce screen time if this becomes an issue for some children

Topic work will be set following our curriculum plans written in school, to ensure the children still have access to our full curriculum and build on their prior learning from school. Work will be set using a range of approaches such as: a TASC activity, a research project (using carefully selected online resources), art work, writing or computing. Where possible, we encourage children to make choices about how they present their learning to give them ownership. Videos from the National Oak Academy or BBC Bitesize will be used to support topic learning.

A weekly RE lesson will be set using the 'Discovery RE' scheme of work used in school. Children will continue to develop their understanding of different religions. If you wish to find out more about our RE teaching please visit our curriculum area on the school website.

Weekly PE activities are set to encourage our pupils to keep active, these may include: Joe Wickes or a variety of PE challenges to complete. Where possible, we participate in virtual online games to continue to develop our pupils' understanding of participating in competitions. Parents are encouraged to support their children's participation in these events.

Children will be able to continue to develop their French skills through the use of Language Angels (the scheme used in school). This scheme uses a range of PowerPoints, audio and videos to support the children's language learning.

Weekly Jigsaw lessons will continue to be set every Friday to continue to develop the children's relationship and health education. At the start of Term 4 you will receive an overview of topics covered for the term.

Weekly music lessons will be set through the National Oak Academy. We have chosen to use the National Oak Academy as opposed to our usual scheme as it enables our pupils to continue to develop their music learning without needing access to a range of instruments.

At times, we may use whole school theme days or weeks to continue to create a whole school sense of belonging and community during this time. These weeks will provide pupils with the opportunity to develop their understanding of the wider curriculum in a creative approach.

Interactive online workshops may be used at times to enhance the children's topic experience and learning.

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?

All pupils, including those with SEN are expected to engage with remote learning. They are expected to regularly attend zoom sessions and discuss their learning. This engagement will be monitored by class teachers.

We will also monitor the children's wellbeing. Class teachers will report any concerns to the designated safeguarding lead (Mr Cassem) and parents will be contacted to discuss these concerns and support/strategies will be offered. At times, weekly phone calls home may be used to monitor wellbeing. Parents will be directed to our 'Wellbeing' section on the school website and may be directed to external agencies at times. For some children, who may have experienced a difficult time as a result of Covid-19 or as an impact of isolation we will work alongside Project Salus to offer support. Parents are asked to contact the school office to make us aware of any changes at home or to ask for support if needed.

Parents should monitor the work that their child is submitting and build in time for them to respond to feedback from their class teachers.

Children should be able to independently complete the work that has been set, especially in Key Stage Two. However, parents are expected to support their children during this period of time by working alongside school to support the work being set if required.

Parents will need to ensure that children have a suitable place from home learning such as a table and should ensure that they are able to access the work that has been set.

Parents should contact the school or class teacher if they are not able to access home-learning or require any additional resources or support.

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

- A daily register is taken at all zoom sessions and attendance is recorded in line with safeguarding procedures.
- Each week a rating system is used for all pupils to identify their engagement with work and any concerns are discussed with Mr Cassem and Miss Warner.
- Class teachers will send messages of support to pupils and support them in uploading work.
- The school will discuss with parents if a child is not submitting work and is not engaging immediately. We will work alongside parents to identify what support we can offer to help them, for example packs of work, phone calls, home visits or access to a laptop.
- Parents are encouraged to contact their child's class teacher if they are concerned about the child's level of engagement and well-being.
- If parents cannot be contacted via telephone, text message or email a senior leader will conduct a home visit.
- Where a child has produced a particularly good piece of home learning then they may receive a Headteacher's award if they are in school or a celebratory message by email or by direct message through Google Classroom.

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:

Personalised comments will be given once work is uploaded onto Google Classroom. Such comments will be as positive, praising effort and specific positive elements of the work; where appropriate, teachers will also provide specific areas for development for that child. Where relevant, teachers will also use questioning to deepen the children's responses and may encourage children to complete follow up tasks.

If work has been emailed to class teaches, feedback emails will be sent. These emails will include personalised comments with an overall aim to be as positive and encouraging as possible. Teachers will also offer some developmental comment with a specific area that the child can work on to improve their learning.

In addition to this, during Zoom sessions, oral feedback on work that has been completed might be given; this will generally be directed to the whole class. Feedback on answers given during the Zoom session will be given.

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:

Providing personalised and differentiated home-learning for pupils who are working below or above the expected standard for their year group. This will enable the child to access their learning independently. Wherever possible, visual examples and videos will be used to enable children to access their home learning. Resources that are normally available to support specific children in school will be sent home e.g. word mats, loop scissors, reading books. Specific speech and language resources will also be sent home.

Resources such as games and videos may be used to engage and support pupils. Where relevant, parents will be supported in identifying specific, free apps to support children with additional needs e.g. the dyslexia wheel, dyslexia friendly resources and strategies for supporting spelling.

The SENCo will be in contact with specific parents to discuss strategies and interventions that may support their child while learning at home. Specialist resources may be provided in discussion with these parents. The SENCo may signpost families to outside agency support that is currently available.

Personalised Zoom meetings will be held to support parents and to deliver aspects of the child's personalised plan.

The school website 'Wellbeing' page will regularly be updated with suitable and age relevant resources to support children and provide useful links for parents.

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?

If a child is self-isolating, we request that parents contact the school office to request for work to be sent home. Work is not automatically set because pupils are absent from school for many reasons and are not always well-enough to complete home learning.

When work has been requested, it will be provided to parents within one day. This work will either be emailed to parents or delivered as a pack. The work set will depend on the individual child, the current curriculum content and the length of absence. Wherever possible, the work that is set will be the same, or similar to, learning that is taking place in school. The same, or similar resources, will be provided as will be used in school. This will ensure that children do not return to school after a period of isolation needing to 'catch up'.

Children can email their work into the school office or bring the pack back and the teacher will mark the work and give feedback.