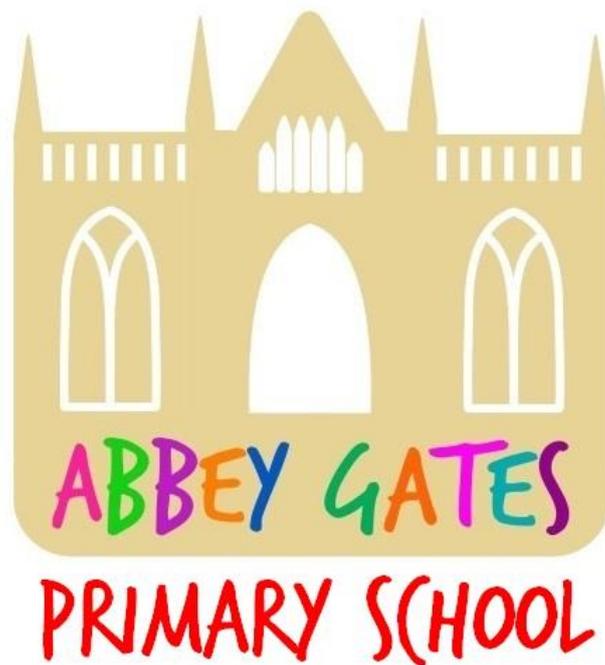


ABBHEY GATES PRIMARY SCHOOL



Remote and blended
learning at our school

This information advises our children and their parents/carers about our provision for remote and blended education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of provision when individual pupils are self-isolating, please see the final section of information.

Some FAQs...

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?

- If there is no/limited notice of closure teachers may advise parents of which sections of the CGP textbooks to complete
- If there is notice a timetable with links to learning will be posted on One Note/Tapestry
- Children also have continuous access to a range of resources such as Purple Mash, TT Rockstars, Bug Club

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 broadly follow the same curriculum remotely as we do in school

Remote teaching and study time each day

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

The DfE expects that remote education (including the initial input and the related independent work) will take pupils broadly the following number of hours each day:

Key Stage 1: Year 1 - Up to 2 hours / Year 2 - 3 hours a day

Key Stage 2: 4 hours a day

Accessing remote education

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

- Each child has an individual log-in to Office 365 and Tapestry (in FS).
- Weekly timetables and links to learning are posted on the Friday of the preceding week

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

- The DfE has issued the school with 5 laptops and we have had 3 tablets donated. These and some school devices have been offered to children with SEND and those identified as vulnerable in the first instance as resources are limited. All loans are subject to safe use agreement
- The school carried out homework tasks with every child, in the Autumn term, and asked for them to be submitted to school electronically to ascertain internet and device access for families
- We have delivered x90 SIM Cards with 3 months of free data and use Oak Academy teaching sessions which can be accessed for free via most mobile providers if required
- CGP books have been distributed to every child if the internet is not available

How will my child be taught remotely?

We will use a combination of the following approaches:

- Class teachers will introduce and explain learning through a Teams meeting at the start of each day

- Oak National Academy recorded lessons (aligned with our curriculum map) will be timetabled with links
- Class teachers will host a weekly live and interactive teaching session on Relationships and Health education via Teams (this will be recorded to be accessed at suitable time)
- Each class has access to a "resource" area with further learning tasks on, for example, BBC Bitesize, White Rose maths to support and challenge (these are optional)
- Each child has their own Bug Club account to access reading books at home
- We will post a link to a weekly exercise and fitness session as an "extra-curricular" club led by our PE leads
- Use of CGP Books
- Packs of exercise books have been delivered to each child

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 recognise the difficulties many families may face and will speak with parents and children individually each week to support and encourage engagement in differing circumstances
- We recommend following a daily structure/timetable to provide structure to the day. This can be flexible according to family circumstances and we know that exercise, reading and play will support everyone's well-being
- If possible, children should have a clear, dedicated space to work
- We look forward to providing feedback on work children submit via One-Note/Tapestry

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

- We have a record of who has accessed their learning accounts and who has submitted completed work (up to two pieces per day)
- We take note of which children are accessing the daily Teams sessions and support parents with any difficulties with access
- Children and families are called each week by the class teacher
- Where there is no or limited engagement, further phone calls will be made/texts sent through School Gateway. If required, a member of the leadership team may make a home visit to ascertain need and offer 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 may be used, amongst other approaches. Our approach to feeding back on pupil work is as follows:

- Teachers will provide daily feedback using the school's usual methodology on work submitted via One Note/Tapestry
- Teachers will use daily Teams meetings to provide whole class feedback
- Teachers will use the weekly telephone call to provide individual feedback

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:

- Each child with SEND has been provided with an individual resource pack replicating resources used in school
- Work is differentiated according to SEND need and parents/children are called twice weekly alongside the daily Teams meetings
- SALT and counselling provision from our specialists is available via Teams for identified children
- Children who access Switch-On provision are provided with a pack of relevant reading books
- A range of software programmes as used in school, are shared with parents to support learning
- Work provided for younger children is age-appropriate and delivered in shorter "bursts" in recognition of concentration span

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 has to self-isolate (and is well) but the rest of their bubble remains in school, there will be very little difference to the approaches outlined above although there will not be a daily Teams session