



SIR ROBERT GEFFERY'S SCHOOL  
*A School for Enthusiasts*

## **Sir Robert Geffery's Primary School**

# **Covid-19 Remote Learning Plan**



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## **Remote education provision: information for parents**

This information is intended to provide clarity and transparency to pupils, parents and carers about what to expect from remote education if local restrictions require bubbles to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

### **The remote curriculum: what is taught to pupils at home**

We will endeavour to work quickly so children have access at home immediately but there may be times when a pupil's first day or two of being educated remotely might look differently from our standard approach. This would be while we take all necessary actions to prepare for a longer period of remote learning.

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

As a school that is well-equipped with the use of Google and particularly 'Google Classroom' we are able to provide remote learning promptly. The staff in the school have been well-trained over the course of the last 24-months and all of the children are able to access the classroom and their assignments independently. In all classes at Sir Robert Geffery's Primary School there will be a staff member who is available to speak to and discuss information in a Google Meet. These Google Meet sessions will be included on the 'Classwork' tab as well as shown on the 'stream' page throughout the day. As well as the availability of Google Classroom there will be 'Learning Packs' sent home. This includes a handwriting book, grammar book, a selection of books as well as a class read, a lined A4 book for extended writing and an A4 squared maths book. Children that do not have access to a computer, laptop or other form of ICT will be asked to sign out a school Chromebook with charger. These will be signed back in post-lockdown. We will loan as many needed so that every child in a family can access on a separate chrome book.



**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. There will also be a daily timetable that is put on the Google Classroom in advance to the daily learning. The timetable will follow a typical school day and children will start with registration whether at home or in school. This will enable parents, guardians and children to identify the plan for the day ahead. We will also continue to encourage Accelerated reading, Times Table Rockstars, MyMaths by including links to the Classroom. Some more practical based lessons are likely to take a different form due to the high number of resources often needed, however, videos and Google Looms will be provided to help support these lessons.

**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:

EYFS	2 - 3 hours per day
Key Stage One	3 - 4 hours per day
Key Stage Two	4 - 5 hours per day



## **Accessing remote education**

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

Our main platform for providing remote learning is through Google Classroom. Each class from foundation to Year 6 has their main Google Classroom page. All information will be uploaded onto this page daily. It will include the core subjects in the morning. There will be links and helpful websites attached to each assignment. Parents will be provided all passwords and usernames for sites that the school uses. There will be a selection of different programmes that will support learning. The teachers will upload links, Google Loom videos, Google Meets for live teaching. The links for these will be put both on the 'stream' and the 'Classwork' tab.

Various online learning resources are used across early years, Key Stage 1 and Key Stage 2. They include Phonics Bug, Times Table Rockstars, Accelerated Reading, Education City and My Maths. All children and adults have been issued usernames and passwords to access these sites.

If, for any reason these usernames and passwords get lost at home, there is a dedicated email for parents and guardians:

[homelearning@srgonline.org.uk](mailto:homelearning@srgonline.org.uk).

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

We understand that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote learning.

Where necessary, the school is able to lend out a chrome book to support children's remote learning. These are signed out and signed for in the main reception with the agreement that if they are damaged, they will pay for them to be repaired.



Core subjects will be live streamed and recorded. If children have poor internet connection at times, they can watch the inputs because they will be recorded as well and uploaded on to the Classroom as soon as the input is finished.

All children are given a 'pack' with a range of different resources (as mentioned on page 2). If children have completed work on paper, there is the expectation that they either send in a photograph of their work to the assignment or hand in the work on a weekly basis in the school office.

### **How will my child be taught remotely?**

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

- Google Meet - registration, reciprocal reading, small-group support, reading - speaking and listening, social-interventions.
- Live Teaching - online lessons; maths, reading, English.
- Recorded Teaching (instruction based videos from the teacher include Google Looms in which the teacher can be seen on the screen).
- Printed paper packs (all children have a paper pack).
- Reading books can be taken out on request. Children have been provided a class book to read during live sessions.
- Commercially available websites supporting the teaching of specific subjects. Links are attached to the lesson that they support.
- Completing Google Classroom assignments. There will be at least three different assignments per day to be handed in.

## **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?**

In order for children to thrive and reach their full potential it is important that they have parental support. The extent of the support required will vary depending on the age and independence of the student.



In line with the school's remote learning policy, it is important that children are supported in establishing a routine as similar as possible to that of a school day. Classroom pages have a clear breakdown of the day and a step-by-step timetable. These will include the timings for Google Meet sessions when core and foundation subjects should be completed as well as daily physical activity.

Parental support will help establish routines and understand the expectations for their child. We also request that children are changed, fully dressed and ready for the day before the registration at 8.40am. It is hoped that school staff will guide and support the learning through the day.

Children are expected to engage with all Google Meets and all learning activities. Additional support can also be requested by parents through small-group sessions with staff. Children will be expected to turn in their work promptly for marking; when this happens, the marking will be completed and handed back with either a written comment or a Mote voice recording that offers targets and next steps for the child. Parents will need to support their child for the start of remote learning until a routine is established and then embedded.

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

Teachers and support staff will continually monitor the 'stream' and the 'Classwork' page of Google Classroom. This enables staff to respond to queries and comment on work that has been handed in or shared. Teachers will review Google Classroom at the end of each session to monitor who has and who hasn't handed in their assignments. Teachers will mark handed-in work with either a written comment or a voice message using 'Mote'. Similarly, programmes such as purple mash or My Maths will be marked and returned once completed.



Where children are struggling or not accessing remote learning (without hearing from parents or guardians) staff will contact parents and discuss further ways to support.

### **How will you access 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:

- Google Meet - questions and answer sessions e.g. reciprocal reading.
- 1:1 sessions or small groups discussions in used for more detailed feedback to ensure misconceptions are corrected.
- Google Classroom assignments are marked by the teacher through typed comments or a voice message (Mote).
- Online feedback on programmes e.g. written messages on My Maths.
- Positive phone calls at the end of the day to promote how a child is achieving through remote learning.

### **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:

For all children we provide live lessons as well as recorded lessons. This enables parents to have access to all the information albeit it at different times in the day. This aims to encourage parents and children to find time in the day to watch the videos and complete assignments that have been created on that day. It also helps children that find live streaming



sessions difficult. All classes have a member of staff that is live streaming throughout the day. They can be spoken to through Google Meet throughout the day. Members of staff can present information, help and answer any questions that might be on a parent or child's mind.

If there are any requests or the need for parents to have further packs, printouts or workbooks they can be gathered from the classroom and picked up from the main reception.

There will consistently be feedback from work that is handed in. Again, this feedback might be in the form of typed responses or verbal feedback using 'Mote'.

For children with additional needs learning has been developed through individualised plans that increase opportunities for children to access their remote learning. We continue to advise using the outdoor space to help create a more dynamic environment for learning especially for children that find the outdoor space liberating and inspirational. Photographs of work and points of interest are encouraged to be posted on the 'stream' page. Some children have a separate classroom with bespoke activities to meet their needs.

For children who are engaged in more subject specific learning, they have a specific plan that follows their familiar routine in school. Timings are suggested so that the routine is familiar for the children and parents. Often children will be asked to stay on Google Meet sessions or more to a 'break out' room where they have the chance to talk to a familiar adult about the set task on the screen.

Activities are planned to reflect individual target areas and using activities that are motivational, familiar and engaging for those children.

Where children have speech and language, occupational therapy or physio plans, additional targeted areas can be provided for. The school SENCo continues to liaise with external professionals as well as parents.





Children that are part of the Thrive list have been invited to join another Google Classroom. Here they can talk to their friends and complete activities with their peers as well as their Thrive practitioner.

Regular liaising with parents e.g. phone calls, emails, google messaging happens throughout any period of remote learning. These conversations will be listened to or responded to in order to support the child in questions with their next steps. It will also enable the teacher to understand what positive or negative aspects there has been from remote learning.

Google Meets are set up in different classrooms to provide face-to-face conversations with both the child and their parent(s) or guardian(s). There is also the acceptance that sometimes there needs to be less assignments completed in order to reduce anxiety and pressure within a household.

## **Remote education for self-isolating pupils**

Where individual pupils need to self-isolate, but the majority of their peer group remain 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. However, many of the above features will be offered if a phone call is received to record inputs.

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

We will aim to maintain as much as the class learning as possible for any individual who is self-isolating. Children will be invited to Google Meets and learning will continue to be uploaded onto Google Classroom on a daily basis. Work will be marked and once it is tuned in. On the daily classroom timetable there will be links for children to complete their reading, times tables and spellings.