



Godolphin Primary School Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if 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 page.

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?

Initial Plan

An initial plan for the first day of remote learning will be published on *Google Classroom*. This initial plan will allow staff time to plan remote learning for children in line with the classes current curriculum learning. It will provide learning across the curriculum and children will be expected to spend a similar amount of time completing this as they would spend learning in school.

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. However, we will need to make some adaptations in some subjects.
- Subjects needing adapting are those that would normally include significant elements of practical work in the live classroom, for example science, music, or PE. However, in these and other cases, video demonstrations may substitute practical work.



living
learning
and laughing
together

Remote teaching and study time each day

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

Primary school-aged pupils	<p>The remote education provided should be equivalent in length to the core teaching time that pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently.</p> <p>Reception/Key Stage 1 (Years 1 and 2): 3 hours a day on average across the cohort, with less for younger children</p> <p>Key Stage 2 (Years 3 to 6): 4 hours a day</p>
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Accessing remote education

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

Pupils will be able to access online remote education through Google Classroom. All children have an account and parents/carers have been invited to join Google Classroom. In addition, the school website has been set up with a dedicated page for remote learning. On this page, you will find important information regarding remote learning during absence from school.

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

If a child does not have access to a computer/laptop and/or the internet, the school will do all it can to support that child. It is important that parents have made the school aware of any barriers to accessing remote learning so that alternative arrangements can be made. This can be done by emailing your child's class teacher or the school secretary, Mrs. Thomas, secretary@godolphin.cornwall.sch.uk.

Hard copies of any work that children complete at home should be kept safe and can be brought back to school when safe to do so. Exercise books are available if needed.

The school has a limited amount of Chromebooks which can be lent to pupils who do not have access to a device at home. If a Chromebook is required, please contact the school and complete a 'Use of school ICT equipment at home agreement'.



How will my child be taught remotely?

After the first day, the class teacher will provide a variety of planned learning activities to enable the pupils to continue their learning journeys started in the classroom. This remote learning will be delivered through Google Classrooms and may include attached documents, as well as signposting to appropriate teaching videos, presentations and websites. There will also be opportunities to join live and recorded lessons via Google Classrooms. Key websites may be used for remote learning such as Oak National Academy, BBC Bitesize and Oxford Owls.

We realise that the circumstances that cause individuals to self-isolate due to having COVID symptoms, or the school having to close class bubbles will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all parties.

Remote learning will:

- Use high quality, reliable and safe materials
- Ensure that the detrimental impact on children's learning is minimised
- Ensure that there is a balance between online and offline activities in a variety of subject areas and contain tasks and links to follow (in any order and at a time that suits on that day).
- Be sustainable for the school in the event of staff becoming unwell and being unable to set activities
- Be manageable for staff by developing a collaborative approach to activities
- Be manageable for parents/carers through offering support and guidance and allowing siblings to work together on some activities/themes
- Take account of the impact of the current situation on mental health and wellbeing and not put undue pressure on children or families.

While we understand that remote learning may be easier for some families than others, we no doubt all agree that keeping regular learning going during the period that children or class bubbles are isolating is vitally important to reduce the impact on our children's education.

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?

The expectation is that pupils aim to send their completed learning to their teachers via Google Classroom daily. We are aware of the need for flexibility due to individual family circumstances.

Where possible, it is beneficial for pupils to maintain a regular and familiar routine. Our school would recommend that each 'school day' maintains structure as outlined below.

A typical daily timetable may include:

- Class meetings
- English
- Maths
- Reading
- Spelling/Phonics
- Foundation subjects, including Science
- Story Time

We would encourage parents to support their children's learning, finding an appropriate place to study where they are able to concentrate.

Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities.

Should accessing activities be an issue, parents/carers should contact the school via email promptly and alternative solutions may be available. These will be discussed on case-by-case basis.

If it is the class teacher who is unwell, there may be some differences with this provision.



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

Pupils are asked to share their completed work using Google Classroom. Teachers will check daily that work has been submitted. Hard copies of work that children complete at home should be kept safe, ideally in their home learning book, and can be brought back to school when safe to do so.

It is important that your child engages with home learning. If not, we will use the following strategies to provide additional support:

- Email sent to parents
- Phone call home
- If there are problems accessing Google Classroom we will work with families to find a solution

We ask that parents make their child's class teacher aware if their child is unwell and unable to complete the work set for the day. We also ask parents to inform the school if there are any other issues that have prevented work from being completed and submitted.

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.

Feedback will be age appropriate and could also include symbols (thumbs up/smiley faces), typed comments or via audio feedback, in line with our existing marking/feedback policy.

Teachers will respond to any updates from parents/children as soon as they are able to take into account that if it is an individual or a small group isolation circumstance, the teacher will still have a class commitment during the school day. When the whole class is self-isolating, this feedback will happen during the school day.

If unwell themselves, the class teacher will be covered by another staff member for the uploading and feedback of activities. Follow up messages on Google Classroom during this time will not be undertaken until the teacher is fit to work again.



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:

SEND

If a child has SEND and has specific learning interventions and support, teachers will ensure that work is differentiated as required for all learners when setting online tasks. We will also provide a tailored home learning package for any children in receipt of an EHCP. In addition, the SENDCo will maintain contact with pupils with an EHCP, by email or phone with parents.

Younger Pupils

Pupils in Reception

Pupils in the early stages of their formal education are likely to have particular needs which cannot easily be addressed in the same way as those of other pupils.

Miss Bradbury will use Google Classroom to set learning activities for Reception children. In addition;

- Parents should continue to read with their children;
- Songs, rhymes and opportunities to talk should be maximised;
- Practical activities such as baking, painting and craftwork could also be undertaken

Remote education for self-isolating pupils

If an individual or a small group are isolating, we will follow the same procedures set out for the first day. After this the class teacher will set work which will be inline with the curriculum sequence the children will be following in school, making adaptations where necessary.

This may include:

- Video clips, written or audio messages/information using *Google Classroom*.
- Signposting to appropriate teaching videos, presentations and websites. Key websites may be used for remote learning include *Oak National Academy*, *Hamilton Trust* and *BBC Bitesize*.
- Class story time and assemblies via *Google Meet* at a pre-scheduled time where a link to the virtual session is shared on *Google Classroom*.
- Responding with quality written/audio feedback after learning has been uploaded on to *Google Classroom*.
- Phone calls home by a member of staff to check on the child's wellbeing - a member of staff will attempt to make contact weekly to have a sustained conversation.

Teachers will respond to any updates from parents/children as soon as they are able to, taking into account that if it is an individual or a small group isolation circumstance, the teacher will still have a class commitment during the school day.

Who to Contact

If parents/carers have any questions or concerns, they should contact the following individuals:

- Issues with learning activities - contact your child's class teacher
- Concerns about safeguarding - contact the school's DSLs (Mrs Wandless and Mrs Knight). head@godolphin.cornwall.sch.uk or s.knight@godolphin.cornwall.sch.uk
- Issues with SEND - contact your child's class teacher and then escalate to our SENCO, Mrs Wandless, if it remains an issue. head@godolphin.cornwall.sch.uk
- Issues with behaviour at home - contact your child's class teacher in the first instance and then escalate to Mrs Wandless, head@godolphin.cornwall.sch.uk