

Remote education provision at Parc Eglos: 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 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 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?

When a lockdown is announced involving school closure our teachers will prepare materials and set up systems to ensure a smooth transition as possible from class based to remote learning through Google Classroom, our online learning platform.

The home learning materials will be prepared by the teaching staff from your child's year group and uploaded for you to access daily. Google Classrooms can be accessed through your child's login details.

If you need a reminder, or any other support using google classroom, please contact us using this link

gclassroom@parc-eglos.cornwall.sch.uk

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. The activities that your child accesses through the google classroom is the same content as that being used with the children that are in school.

We do not expect you to download lots of worksheets; tasks can be viewed on the screen and then your child can work online on a piece of paper or in their lockdown workbook provided by school.

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:

Key Stage 1	A minimum of 3 hours
Key Stage 2	A minimum of 4 hours

Accessing remote education

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

Your child has a log in to access their google classroom. Online access can be via a laptop, desktop computer, tablet, phone and even an Xbox or PlayStation games console.

Your child also has a login for Mathletics and Times Table Rock Stars (TTRS)

Our website signposts you to other online resources and activities that can be used to supplement the work we are providing. Please click on the home learning section of the website.

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 and urge you to contact us to discuss any difficulties you have.

- how you will issue or lend laptops or tablets to pupils, and where parents or carers can find more information
- how you will issue or lend devices that enable an internet connection (for example, routers or dongles), and where parents or carers can find more information
- how pupils can access any printed materials needed if they do not have online access
- how pupils can submit work to their teachers if they do not have online access

How will my child be taught remotely?

Each year group will start the day with an online registration session. You will be sent a link for a short Google Meet to enable your child to say good morning and get ready to start their learning. This is compulsory and enables teachers to monitor engagement. If there are technical issues with

this please bear with us, teachers are trialling this over the first few days, prior to formally starting on Monday.

The following learning opportunities will be uploaded daily:

- a maths-based teaching activity/video and follow-up task
- a literacy-based teaching activity/video and follow-up task
- a phonics / spelling task
- a topic-based task

We use a combination of live and recorded sessions to teach pupils remotely and also signpost families to other available websites that support the teaching for the day. Resources will be uploaded to the google classroom which will include video clips, PowerPoints, texts etc as well as the activities themselves to support the teaching sequence

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 would like you to upload your child’s work or a written comment about their work each day. This can be done in a number of ways, for example, by taking a photograph and uploading that or uploading worksheets etc. Any work that is uploaded needs to be saved into the designated folder on Google Classroom. In addition to setting routines to support your child’s education, the table below outlines our expectations for each specific year group.

<p>In EYFS the expectation is...</p>	<ul style="list-style-type: none"> • Children attend the live daily registration and complete the suggested activities that are posted daily. We expect parents to upload work or comments at least once a week. • We expect parents to support their children and supervise them through the live registration, phonics session, maths session and provide them with the daily story video.
<p>In Y1 the expectation is...</p>	<ul style="list-style-type: none"> • Children are invited to attend a morning registration meeting on Google Meet between 9.05 and 9.15. If unable to attend, we ask the parents to complete a register on Google Classroom to say that they are learning with us today • We provide a weekly plan/overview of the week and the lessons that will be posted each day. • We provide lesson inputs and work in the form of videos and materials to support follow up activities for daily Phonics, daily Maths, 3 Literacy sessions per week, Topic work, twice per week and ideas for physical activities.

	<ul style="list-style-type: none"> • There are additional resources on the Google Classroom to support development and provide extension opportunities. For example, handwriting, spelling and Maths challenges. There are also links to useful websites. • We ask that children engage with the Phonics and Maths on a daily basis as a minimum. • We feedback on the work submitted, which we ask to be uploaded by 3pm. (We are going to be asking parents to upload only 3 pieces of work per day, which will be Literacy or Maths based and one other rather than evidence of everything their child has completed). • we will be offering online Google Meets to support children from 11am until 12pm, each day
In Y2 the expectation is...	<ul style="list-style-type: none"> • Children are online for the registration at 9:05 where the teacher will explain the day's work. • Parents can message teachers through google classroom to organise a video call that day if the child needs help. We will offer 1-1 video calls if required. • Parents support children to engage and complete work daily if possible. Once work is uploaded, feedback may be given on certain areas to enable parents to correct misunderstandings. • There will be Phonics, Maths, Literacy and a topic lesson each day. This will be via a range of mediums such as videos, activities, web links etc which will take approximately three hours.
In Y3 the expectation is...	<ul style="list-style-type: none"> • Children to be online for the registration at 8:55 where the teacher will explain the day's work and check in on the children's wellbeing. • Parents can message teachers through Google classroom to organise a video call/phone call that day if the child needs help. We will offer 1-1 or small group calls for mental health as and when required. • Parents support children to engage and complete work daily if possible. Once work is uploaded, feedback will be given when appropriate to enable parents to support their child's misunderstandings. • Answers are often given for Maths and Guided Reading so children and parents can mark their work and purple polish where required or then ask for further support. • There will be Maths, Literacy spellings and a topic lesson given daily and Phonics, Guided Reading weekly. Children will also have the option to choose from the grid of extra activities such as Science, PE, TTRS and Art. This will be carried out through a range of mediums such as web links, videos and activities. This will take approximately three hours.
In Y4 the expectation is...	<ul style="list-style-type: none"> • We hope children will be online for the registration at 8.55 am where the teacher will explain the day's work.

	<ul style="list-style-type: none"> • We are posting daily maths, literacy and a topic work task. • The topic work is a mixture of different foundation subjects, to keep some variety. • Children have their spelling lists for the whole term and we suggest spending 10 minutes per day on their weekly list. • We are providing video clips plus written instructions, and daily loom/Powerpoint lesson inputs for maths, which we hope are fairly simple and helpful for parents as well as children. We briefly outline the tasks for the day in our morning registration meetings. • Support meetings are also offered daily to both class at set times, to address any difficulties that children/parents are having. All children are daily offered personal video meetings should they wish
<p>In Y5 the expectation is...</p>	<ul style="list-style-type: none"> • In year 5 we are hoping that children will be online for the registration at 8.45 where the teacher will explain the day's work. • AT 10.30 and 14.00 the teacher will be online holding a drop-in session to meet with children and discuss the work they have done so far, resolve any issues or problems they may be having. • We are uploading some answers to maths and reading comprehension and asking children to mark them, if they are able, and then upload, showing any corrections. • There will be three sessions each day (Maths, English and one other), we expect children to spend an hour on each. There will also be additional work to support the children's learning, daily spelling activities from SpellZoo or the HF spelling list, reading sessions plus Mathletics and TTRockstars. • Friday will be a 'finishing off' day to allow extra time for any unfinished activities or if children have not had full access to Google Classroom. For those who are up to date, there will be additional English and Maths sessions.
<p>In Y6 our expectation is...</p>	<ul style="list-style-type: none"> • We hope children will be online for the registration at 8.45 where the teacher will explain the day's work. • at 11.30 and 12.00 each day the teacher will be online to meet with children to discuss the work they have done so far. • We will upload answers to maths and reading comprehension questions then expect children to mark their own (and purple polish) and then upload, showing any corrections. • There will be three sessions each day and we expect children to spend an hour on each. There will also be additional work, possibly mathletics or research type work.

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

- We complete a daily register and whether we see them online each day
- We keep a record of the work that children upload and a teacher is looking at it and commenting. We are contacting parents and messaging children who have not uploaded work to check they have completed the work set.
- We track and record children's engagement across each week
- Not all year groups expect to see large quantities of written work. Learning happens in a wide range of ways and can be recorded differently too.
- Where possible video calls are offered for children who struggle to engage with the work and through daily communication with parents, issues can be resolved
- Staff will check in with parents if their child is not submitting any work and we can help out with any problems there may be
- When engagement becomes a concern a member of the SLT and/or SEN team will be alerted, they will then contact the family (parents / carers) by phone to check in with them.

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 a valid and effective method, amongst many others. We mark and feedback on children's work in order to inform future planning. Children are asked to upload their work as pictures, documents or videos. Teachers will then provide appropriate next steps where required.

Our approach to feeding back on pupil work is as follows:

- Verbal feedback during online sessions and registration sessions
- Individual written feedback where relevant for the work submitted online to google classroom
- positive comments and constructive feedback, once work has been uploaded
- On a daily basis as far as possible in the time available
- Assessment and feedback through comments and questions to aid future learning or by providing alternative activities
- Teachers will comment on a child's work offering further direction and support, alternative work and with next steps given if appropriate

- Some online tutorials may be offered where we identify children who are finding work challenging or need more of a challenge
- Planning is dynamic from week to week, building on prior learning and revisiting areas where further teaching is required

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. Please contact the school with any concerns you have and we will work to resolve any issues.

All provisions for remote learning will be subject to the class group's age, ability and/or any SEND. In exceptional circumstances, we may reduce our curriculum offering to enable pupils to cope with the workload – the headteacher will assess this need, keeping children's best interests in mind.