



Sissinghurst VA Church of England Primary School

Enjoy, Achieve and Celebrate Together in Faith

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Remote Learning – 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. This has been updated in light of the government's update to the [contingency framework](#) on 30 Dec 20.

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?

We will continue to resume using Google Classroom immediately. In the event of an entire bubble being asked to remain at home, children will be expected to follow a clear daily programme of study.

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 will teach the same curriculum remotely as we do in school wherever possible and appropriate. The curriculum content covered, unlike previous remote learning, will tend to focus on current and future learning rather than consolidation; this is to ensure that we maintain the momentum in learning that has been achieved since September 2020. We will, however, need to make some adaptations in certain areas.

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 a similar time to learning taking place in schools; 3-4 hours. The day will start with registration on google meet which will be held in the morning at a time set by the class teacher. Learning will all be completed online. An exercise book will be sent home, but only for the purpose of a place to record work in homes where sheets cannot be printed off. Any work on sheets, or exercise books, may need to be photographed and uploaded to google classrooms as requested by the class teacher.

What	Details	Where to find it
A Timetable of The Week	A breakdown of which subjects will be taught on which days	Google classroom
A Daily Timetable	A breakdown of the daily activities, which are age and stage appropriate. This will explain what the children should complete with suggested timings of when they should complete it. There may be a pre-recorded element to this learning.	Google Classroom
Morning Registration	<p>All children are to register daily via google meet. The class teacher will provide a time to join the link on Google Classroom (top left-hand side of the page). Children will see their teacher. Children should be on mute when they arrive and should unmute when their teacher calls their name. Children may have the camera turned on but should be appropriately dressed and a parent should be present in the room. Parents may wish to turn the camera off during the google meet and this is also absolutely fine. The teacher will also use the short session to explain briefly the learning for the day and expectations.</p> <p>Note: Children should 'attend' registration with an adult present. Please be aware the google meet is a highly secure platform. The meet can only run when accessed through the children google classroom account not a parent google account. The meet can only run when the teacher or TA are 'present' in the google meet classroom.</p> <p><i>Trouble shooting: If you experience any problems with accessing the google meet please first check you are accessing the meet through your child's google classroom account. If you continue to experience difficulties, please register your child for the day via study bugs and then contact Miss Harrison in the school office via the office email or study bugs.</i></p>	Google Classroom
Collective Worship	<p>There will be daily collective worship this will be pre-recorded for Monday and Friday by Mrs Langton. As in school, Friday's collective worship will be a celebration service and children will be recognised for their weekly achievements.</p> <p>On Tuesday, Wednesday and Thursday the collective worship will be led by the class teacher and may form part of the daily google meet or may use pre-recorded sessions from the diocese.</p>	Google classroom
Shorter activities	This may include the following daily: reading comprehension, spellings, handwriting, Maths fluency (Timetable Rockstars), life skills activity (activities are not restricted to this list).	Included with the daily timetable on google classroom

What	Details	Where to find it
Lessons, usually three a day.	A video / explanation of the learning and learning task, slides, worksheets and links to other relevant websites will be including in these. Typically, Maths, English plus Humanities / Science / RE / PE	Google Classroom
Class story / end of the day google meet.	Each day the TA or teacher will read a class story this may be pre-recorded or may form part of the google meet.	Included with The Daily Timetable on Google Classroom
Feedback from the teacher	Teachers will indicate which lessons will require children to upload work onto Google Classroom. All work posted will receive feedback.	Weekly Timetable on Google Classroom
Newsletter	A shortened school newsletter including message from Mrs Langton will be posted each Friday.	Studybugs / Website
Welfare phone call	The class TA will call you once every two weeks to chat through any concerns you may have. If you wish to have a longer call or school cloud meeting with your class teacher you should arrange this via the school office. In some cases, the SLT may call you to discuss engagement with learning.	Phone Call / School Office / Studybugs

The teachers will ensure that the learning planned and the corresponding resources will replicate, where possible, what the day would be like if a child were still in school. Teachers will use the year groups Curriculum and associated Schemes of Work (e.g., White Rose maths) to ensure the learning is carefully sequenced and builds on the children's previous knowledge.

Learning tasks may, where appropriate, draw from existing resources and teaching units from third party websites, such as The Oak National Academy and BBC Bitesize.

Whilst it would be our preference for all children to be in school all of the time, the provision we are offering for remote learning is as close to the children being in school as possible. It will still provide children with the knowledge and skills they need to make progress, whilst keeping them engaged and motivated to learn.

Accessing Remote Education

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

All children will access their learning remotely through Google Classroom. They will already have their login details, however should they have forgotten them, they should contact the school office as soon as possible.

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. Should this be the case, we would ask that you contact the school office as soon as possible. Support may include one or more of the following:

- Troubleshoot login issues on Google Classroom
- Temporary provision of school reconditioned laptop
- Access to printed materials, although this would be a last resort

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely, some of which have already been touched on above. Specific approaches include the following:

- Directed independent tasks
- Recorded teaching. This will either be bespoke content recorded by the teacher / teaching assistant (e.g., screen recording) or linking to 3rd party content such as Oak National Academy lessons, BBC Bitesize, etc.
- reading books pupils have at home
- other commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities.

Live **teaching** will **not** take place (see below for more details).

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 expect all children to be 'in school' remotely and fully engaging with all learning, unless ill (to the extent that you would have usually stayed off school in which case you should contact the office via study bugs as you would normally do by 8:30 am on the day of illness). Despite the unprecedented restrictions the pandemic has placed upon us, we would encourage parents and pupils to support us in maximising academic engagement to ensure we maintain momentum in children's learning. Support could include:

- Ensuring your child/children have access to their learning platform (Google Classroom)
- Setting learning expectations and routines at home.
- Regularly discussing your child/children's learning and completion of tasks.
- Assisting in upload of work to Google Classroom when required.
- Liaising with class teacher if you have any concerns or require clarification about the learning.

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

We expect children to be engaging with learning on a daily basis unless they are ill. If there is a concern with engagement, the class teacher, TA or SLT will phone home to discuss this further.

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 (e.g., using Google Forms or My Maths) are also valid and effective methods, amongst many others.

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, 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:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the head teacher and other organisations to make any alternate arrangements for pupils with EHC plans.
- Identifying the level of support specific children need; providing specialist advice to parents, teachers and teaching assistants.
- Ensuring that technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required. Where necessary, access to specific apps, software or even printed material is provided.

If you have concerns about the provision for your child with and EHC plan or SEN support needs please contact our SENCO Mrs. A Wolfe via the school office.

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?

Whilst a child's bubble is still in school, throughout the day, all teachers will be teaching their classes. The time teachers have to prepare high quality lessons and provide meaningful feedback along with their other duties within the school is finite. Therefore, it will not be possible for teachers to pre-record detailed explanations of the work set in these circumstances. The following is a summary of what will be provided.

- Google Classroom will be used to set meaningful and ambitious work that can be accessed each day in a number of different subjects. This can be scheduled ahead of time.
- Tasks can range from previous consolidation of learning, but must also include recent/current work in class.
- Apps such as My Maths and White Rose maths will be used.
- Third party curated curriculum resources which offer learning support will be utilised, e.g., National Oak Academy and BBC Bitesize.
- Learning will often be set by the Teaching Assistant in consultation with the Class Teacher.
- There is no expectation for teachers to be 'live teaching' or creating bespoke video learning support content for individual children unless, through communication with the parent, children are finding it difficult to engage with the learning and need additional support.

Why are teachers not delivering live lessons?

At Sissinghurst Primary, Safeguarding is of the utmost importance and the senior leadership team feel that the Safeguarding of our children will be put at risk if children have to connect to an extended live lesson from home where parents at home may not be able to supervise their children in a 'live' setting for this extended period of time. The 'live' google meets will be for a short period of time and it is therefore expected that parents will be able to accompany their children in these shorter sessions.

Live lessons mean that both a device and the children have to be available at a specific time of the day, putting additional pressure and expectations on families who are often juggling working from home whilst trying to support their child. When lessons are pre-recorded, children can have a level of independence to choose which order they would like to undertake their learning. Live lessons require both a device and a greater internet band width that not all families have access to, creating an inequality of opportunity. For families with more than one child isolating, there would be an even higher demand on the availability of technology at a specific time.

In the classroom, teachers are highly skilled at being responsive to the children's needs. However, this type of interaction is not possible in the same way online. On the other hand, a pre-recorded lesson can be paused, listened to again or fast forwarded, allowing children additional time and support if needed to complete a task. Staff can also post additional videos and resources for individuals in the same way a child would get personalised support and challenge in class. Many of the elements of our approach has been guided by the findings of the Education Endowment Foundation's (EEF) [Remote Learning Rapid Evidence Assessment](#) from last year.

Review

The senior leadership team will continue to review the provision of remote learning and make any adaptations necessary.

