

Remote Learning at Foulds

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 bubbles to remain at home.

The Remote Curriculum:

Remote learning for Key Stage One and Key Stage Two is delivered via Google Classroom and Google Meet live lessons. Remote learning for Reception is delivered via Tapestry and Google Classroom. Contact the school office for your Tapestry login details and your child's login details for Google G Suite.

The Maple and Key Stage Two teachers will be teaching live twice per day; lessons and resources will be uploaded on to Google Classroom. The code to join the Meet will be on the stream in the child's Google Classroom 10minutes prior to the start of the lesson.

We have staggered live teaching times to help families with siblings and shared devices.

We plan (subject to home technology) to record the sessions and these will be uploaded to the classroom. If the session is missed, your child can view it at a later time. They can also rewatch the lesson if it will help them with their understanding, pausing it and going at a slower pace if needed. The recording of a live lesson will stay up on Google Classroom for 48hours and then be removed.

Each live session will last between 45 minutes and an hour (15 minutes teaching/explanation and then 30/45 minutes available for any immediate help/further questions) Children can leave the Google Meet after the teaching input but log back in if they need further help.

The teachers will be available online on Google Classroom throughout the day so again if your child needs support the teacher can be contacted and can respond as quickly as possible (within half an hour).

Wherever possible we are trying to mirror the school day covering as much of the curriculum as we can. Teachers will mark English daily and provide feedback and next steps. In Key Stage Two, Maths answers are given and the children should mark their own work and feedback to the teachers about how they did. This process is a valuable part of their maths learning as it allows the children to find their own mistakes and see if they can see where they went wrong and learn from their mistakes. Other subjects will be marked within the week and acknowledged. If a teacher feels it is necessary, feedback will be provided.

Staggered Teaching times:

Phase	Timings	Notes
EYFS (Apple and Pear)	videos up by 9am daily on Tapestry	Literacy, Maths, Phonics
Rowan and Birch	videos up by 9am daily on Google Classroom	Literacy, Maths, Phonics
Maple	English: 8:45 - 9:45 Maths: 10:05 - 11:05	live lessons, Phonics recorded
Year 3 and 4 (Beech, Hazel, Willow)	Maths - 9:05 - 10:05 English - 10:30 - 11:30	live lessons
Year 5 and 6 (Chestnut, Elm, Oak)	English - 9:45 - 10:45	live lessons

Wider curriculum learning will be put on Google Classroom at 1pm each day for the children to access. For Reception, other activities will be added to

Remote teaching and study times each day:

This includes the teaching time and independent work time

EYFS:	1-2 hours per day
Key Stage 1	3 hours per day
Key Stage 2 Lower	4 hours per day
Key stage 2 Upper	4 hours per day

Children should be reading every day:

Key stage 1	20 minutes preferably with an adult
Key stage 2	30 - 45 minutes per day

Accessing Remote Learning:

As stated above, access to any online learning will be:

Reception	Tapestry, Google Classroom for assemblies and as a back up
Key Stage 1 (Year 1 and 2)	Google Classroom
Key Stage 2 (Year 3 - 6)	Google Classroom

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:

- Loan of laptops – Contact the school office and a laptop can be provided.
- Printed work – Contact the class teacher and printed work will be made available for collection.
- If you are unable to upload work, pupils can take photographs of the work completed and these can then be emailed to the office (office@fouldsp.org for the attention of the child's teacher).
- Any additional support required parents should contact the class teacher in the first instance. Dedicated class emails are available and have been shared with parents and carers.

Pupils with additional needs

Where children have additional needs the school will work with the parents to establish a routine that works for the child. This will be tailor made for the individual child and may include daily support from support adult, daily Google Meet teaching sessions and small group interventions (via Google Meet)

Engagement and Feedback:

As a school we expect all of the children to access the English, Maths, Phonics (Reception and Key Stage One) and Reading work set daily. We would like them to access all of the work posted for the wider curriculum but understand the pressures parents and carers are under at home and therefore recognise that there are times when these might not be completed.

The work is set in a way that follows as closely as possible the normal school day and therefore allows the children's routines to continue in order to support their learning.

Teachers keep a register of who has accessed live lessons and who has handed work in. If children are not on the live lessons, the office will call parents to check that there are no problems. If children in Key Stage One do not hand in any work (or show they have completed a task), Teachers will call parents after three or four days to check that there are no problems. In this way we can work closely with parents to ensure that all children are accessing and engaging with remote learning.

In Reception and Key Stage One, the teachers have a 15 minute Google Meet with their class to check in with them. In Maple and Key Stage Two, the teachers invite different children to stay online and have a quick catch up with them after the English input.

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. In this situation work will be set for Maths and English on Google classroom. The expectation is that this work is completed by the isolating child on the day it is set. The teacher will review and feedback at the end of each day on this work. Additional foundation subject work will be made available where possible.

Further Information:

For any additional information, please contact the Headteacher, via the school office on: office@fouldsp.org