



Remote Learning Policy

The Grove Primary School

Updated March 2021

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1. Expectations for Remote Learning

Although attendance at school will be mandatory for all pupils of compulsory school age from Monday 8th March, we are aware that the virus is still present in our community and will be for the foreseeable future. Therefore, remote education will need to be an essential component in the delivery of the school curriculum, alongside classroom teaching in the case of those who are clinically vulnerable or self-isolating, or replacing classroom teaching in the event of a bubble closure or local lockdown. The government has therefore set out guidance which gives further information about this.

The guidance notes that the remote education provided should be equivalent in length to the core teaching pupils would receive in school and include recorded or live direct teaching time alongside time for pupils to complete tasks and assignments independently. Furthermore as schools we should:

- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school' curriculum
- Select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback, and make sure that staff are trained and confident in its use.
- Overcome barriers to digital access for pupils by distributing school-owned laptops and providing printed resource, such as textbooks and work books, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
- Have systems for checking, daily whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern.
- Identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including ensuring that provision meets expectations for remote education.

When teaching pupils remotely, the Government expect schools to:

- Set meaningful and ambitious work each day in an appropriate range of subjects
- Consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
 - Providing frequent, clear expectations of new content, delivered by a teacher or through high-quality curriculum resources
 - Providing opportunities for interactivity, including questioning, eliciting and reflective discussion
 - Providing scaffolded practice and opportunities to apply new knowledge
 - Enabling pupils to receive timely and frequent feedback on how to progress, using digitally facilitated or whole-class feedback where appropriate
 - Using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
 - Avoiding an over-reliance on long-term projects or internet research activities

They expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. As children in Reception or KS 1 often require high levels of parental involvement to support their engagement with remote education, this makes digital provision a particular challenge for this age group and therefore schools are not expected to use solely digital means to teach these pupils remotely. This applies to some pupils with SEND and so school should work with families to deliver an ambitious curriculum appropriate for their level of need.

(Schools Coronavirus (COVID-19) Operational Guidance, February 2021)

2. Rationale for Remote Learning

As in school, when providing remote learning our focus will be on ensuring that all pupils receive a high-quality education. We are committed to providing a broad and balanced curriculum regardless of the situation and will be seeking to promote independence and self-motivation in learning through our provision. This approach will be central to our identification of curriculum objectives, outcomes and goals, our selection of resources to support children's learning and the methods we adopt to assess children's learning and provide feedback.

However, any strategies that we put in place need to take into account the differing circumstances of each child, not just academically but their physical and emotional well-being and also their access to support and resources within the home. When identifying our approach to remote learning and setting remote learning tasks and activities, we will take into account the following:

- Age and stage of development of children
- Additional needs such as SEND or EAL
- Access to technology, including number/type of devices which children use to access learning and the quality of their internet connection
- Potential need to share resources between siblings from other year groups/schools and/or parents working from home
- Availability of support from parents/other adults to help the children with learning tasks and activities

Information and data from the previous periods of remote learning in 2020 and 2021 have helped us to adapt our remote learning offer to meet the needs of all our children and families, as well as enabling us to identify children and families for targeted support.

3. Localised Closure

If the school is fully closed, then the only children on site will be those whose parents are key workers or those who are identified as being vulnerable. In this scenario, some staff will be working on a rota basis and the majority of children will be accessing their learning from home. To facilitate this the following plans will be put into place.

a) Planning

Teachers will provide a weekly overview for their year group which is sent out each Friday. This will detail the learning in English, Maths, Science, History or Geography, Art or DT, RE, Computing, Music, French, PE and PSHE. For the English and Maths, this will be a brief outline as daily sessions will be provided. Alongside this overview, a suggested timetable will be provided to help children and parents organise their week. Both the overview and timetable will be uploaded by 3pm on a Friday in preparation for the week ahead.

b) Delivery

Teachers will plan daily English and Maths lessons which will be uploaded by 3:30 the previous day to Seesaw (Reception and Year 1) or Microsoft Teams (Year 2-6). These should include either a voiced Powerpoint or online video to help children understand the objective or concept which is being taught. There should then be a follow up or series of follow up tasks or activities for the children to complete. Teachers need to be mindful when setting tasks and activities, that not all children will have access to a printer and so tasks or activities that require printing before completing should be kept to a minimum. Teachers also need to take into account the availability of resources at home when setting practical tasks. In addition, any videos, Powerpoints or resources for Science and the Foundation Subjects should also be uploaded. This can either be done at the beginning of the week or on a daily basis. Teaching assistants can be used to support the preparation of resources as necessary.

c) Assessment

Children will be expected to submit their English and Maths work on a daily basis via Seesaw or Microsoft Teams. This will be acknowledged by the teachers either through the use of a 'thumbs up' or a comment. From this information, teachers will be able to identify whether they need to adapt the lesson that they had prepared for the following day or whether there were a few children whom they needed to contact individually to discuss their learning. For Science and the Foundation Subjects, children will be expected to submit their work on a weekly basis via Seesaw. Again, teachers will acknowledge either through the use of a 'thumbs up' or a comment. As with English and Maths, this will provide teachers with information regarding the children's understanding and progress which can be used to adapt lessons or provide more detailed feedback.

d) Scaffolded Practice and Application

Opportunities identified in planning and information from assessment will be used to identify children for targeted intervention. This will be conducted through Zoom (Reception/Year 1) and Teams (Year 2-6). The purpose of these sessions will be to provide children with opportunities to practice and apply what they have learnt from engaging with the presentations and/or videos uploaded by teachers and receive face-to-face feedback on their learning. Teachers will also be able to identify and correct misconceptions, using this information to adapt future teaching. As these sessions will be highly interactive, with maximum engagement expected from the children, they will be conducted in small groups with no more than 6-8 children present. As a general rule, most children should receive at least one targeted intervention session each week, in either English or Maths, depending on the identified need. A protocol for how these sessions run has been developed and tested. Further support will be offered to all teachers in leading these sessions.

e) Contact with Children

Teachers will be able to email the children using the class email account and should do so once a week. For those children, where a specific learning need has been identified, for example, from a previous activity, then the teachers will follow up with an individual email to the child to discuss their learning and offer extra support. If a teacher has received no work and has not had a response to their emails then they should refer them to the well-being team who will follow up with a phone call to the family. If, through their contact with a child/family, they become concerned then again, this should be passed to the well-being team and logged on MyConcern. During this time, teachers should also implement strategies and promote activities, such as, sharing videos of stories or setting challenges which will help develop a sense of community. This should include a weekly story time session via Zoom.

f) Support for Parents

If the school is required to shut, parents will be provided with details about the remote learning programme, this will include guidance on how to use Seesaw/Microsoft. In addition, this booklet will include information about how to access further support regarding their child/ren's learning and other resources which they can draw on to support them and their child.

g) Support for Teachers

The procedures that we are implementing for remote learning moving forwards are the same as those implemented between January and March 2021. Therefore, teachers are already familiar with the tools that we will be using and there are a range of online resources like Oak Academy and White Rose Maths among others, which are available to support planning and preparation. Where additional strategies or tools are introduced then training and/or support will be provided. In addition, policies and procedures have been updated to incorporate increased contact through telephone and video calls.

h) Adaptations

We are aiming for all our remote learning to promote independence and encourage children to be self-motivated learners. However, for some children, remote learning will need to be adapted to meet their needs. For the most part, this can be done through providing simplified explanations, alternative tasks or additional resources. However, for some children, learning will need to be completely adapted to the stage that they are at. Any adaptations at this level should take into account EHCP targets and seek to provide opportunities for children to develop their skills in these areas alongside their general learning. There will be children who do not have access to Seesaw/Microsoft Teams. For these children, a weekly work pack will need to be provided. The work pack should be prepared and emailed to the School Office/DHT for printing by Monday morning and the parent contacted to let them know that it is ready for collection. Where possible, work packs will be collected from school, however, if collection is difficult, then they will be delivered on a Monday to the relevant children.

i) Provision in School

In this scenario, some children, those whose parents are key workers or those who are identified as being vulnerable, will be educated on site. They will be supported in school to access the remote learning that has been set for them. At this time, a rota for supervision will be set up whereby teachers and teaching assistants will be tasked with either supervising in-school learning or providing remote learning.

4. Partial Closure

If the school is partially closed, then either the government has assigned schooling to certain year groups or cohorts of children or a particular cohort, year group or class has been asked to self-isolate at home due to close contact with a positive case. In the first scenario, there will also be an expectation that those children whose parents are key workers or those children who are identified as being vulnerable but are not in the identified year groups or cohorts, will be educated on site. In this case, staff will be working with the children on site alongside maintaining remote learning for those who are at home on a rota system. If a cohort, year group or class are asked to self-isolate at home, the rest of the school will remain open as usual, and only the teachers of the relevant classes will take responsibility for remote learning. Again, to facilitate this, the following plans will be put in place.

a) Planning

Teachers will provide a weekly overview for their year group which is sent out each Friday. This will detail the learning in English, Maths, Science, History or Geography, Art or DT, RE, Computing, Music, French, PE and PSHE. For the English and Maths, this will be a brief outline as daily sessions will be provided. Alongside this overview, a suggested timetable will be provided to help children and parents organise their week. Both the overview and timetable will be uploaded by 3pm on a Friday in preparation for the week ahead. This will provide the basis for learning in school but should be expanded and developed where necessary.

b) Delivery

Teachers will plan daily English and Maths lessons which will be uploaded by 3:30 the previous day to Seesaw (EYFS and Reception) or Microsoft Teams (Year 2-6). These should include either a voiced Powerpoint or online video to help children understand the objective or concept which is being taught. There should then be a follow up or series of follow up tasks or activities for the children to complete. Teachers need to be mindful when setting tasks and activities, that not all children will have access to a printer and so tasks or activities that require printing before completing should be kept to a minimum. Teachers also need to take into account the availability of resources at home when setting practical tasks. In addition, any videos, Powerpoints or resources for Science and the Foundation Subjects should also be uploaded. This can either be done at the beginning of the week or on a daily basis. Teaching assistants can be used to support the preparation of resources as necessary.

NB: Alternations might need to be made to the expectations for planning and delivery if a group of children e.g. class/year group bubble is sent home in the course of the school day. In this situation, the learning for the following day should be simplified and use practical and open-ended activities as much as possible. From the second day, the normal remote provision should be up and running.

c) Assessment

Children will be expected to submit their English and Maths work on a daily basis via Seesaw or Microsoft Teams. This will be acknowledged by the teachers either through the use of a 'thumbs up' or a comment. From this information, teachers will be able identify whether they need to adapt the lesson that they had prepared for the following day or whether there were a few children whom they needed to contact individually to discuss their learning. For Science and the Foundation Subjects, children will be expected to submit their work in a weekly basis via Seesaw. Again, teachers will acknowledge either through the use of a 'thumbs up' or a comment. As with English and Maths, this will provide teachers with information regarding the children's understanding and progress which can be used to adapt lessons or provide more detailed feedback.

d) Scaffolded Practice and Application

Opportunities identified in planning and information from assessment will be used to identify children for targeted intervention. This will be conducted through Zoom (Reception/Year 1) and Teams (Year 2-6). The purpose of these sessions will be to provide children with opportunities to practice and apply what they have learnt from engaging with the presentations and/or videos uploaded by teachers and receive face-to-face feedback on their learning. Teachers will also be able to identify and correct misconceptions, using this information to adapt future teaching. As these sessions will be highly interactive, with maximum engagement expected from the children, they will be conducted in small groups with no more than 6-8 children present. As a general rule, most children should receive at least one targeted intervention session each week, in either English or Maths, depending on the identified need. A protocol for how these sessions run has been developed and tested. Further support will be offered to all teachers in leading these sessions.

e) Contact with Children

Teachers will be able to email the children using the class email account and should do so once a week. For those children, where a specific learning need has been identified, for example, from a previous activity, then the teachers will follow up with an individual email to the child to discuss their learning and offer extra support. If a teacher has received no work and has not had a response to their emails then they should refer them to the well-being team who will follow up with a phone call to the family. If, through their contact with a child/family, they become concerned then again, this should be passed to the well-being team and logged on MyConcern. During this time, teachers should also implement strategies and promote activities, such as, sharing videos of stories or setting challenges which will help develop a sense of community. This should include a daily story time session via Zoom either in small groups or as a whole class.

If only one class or year group is self-isolating, then the teachers will be provided with a school mobile phone so that they can contact the children by telephone. They should do so at least once a week but if they need to offer additional learning support to particular children, then they can do so.

f) Support for Parents

If the school is required to shut, parents will be contacted via email to share information about the remote learning provision which will be provided. School will also contact families where there is limited access to technology to ascertain their requirements and respond appropriately. In addition, information on the school website and a

booklet will include information about how to access further support regarding their child/ren's learning and other resources which they can draw on to support them and their child.

g) Support for Teachers

The procedures that we are implementing for remote learning moving forwards are the same as those implemented between January and March 2021. Therefore, teachers are already familiar with the tools that we will be using and there are a range of online resources like Oak Academy and White Rose Maths among others, which are available to support planning and preparation. Where additional strategies or tools are introduced then training and/or support will be provided. In addition, policies and procedures have been updated to incorporate increased contact through telephone and video calls.

NB: In the event of a class/year group bubble closure, teachers are encouraged to spend 10-15 minutes prior to returning home to discuss their next steps and identify any materials or resources they will need to support the preparation and delivery of remote learning. If any of these materials or resources are in an area of the school that they are unable to access, then other members of staff will ensure that these are prepared for them.

h) Adaptations

We are aiming for all our remote learning to promote independence and encourage children to be self-motivated learners. However, for some children, remote learning will need to be adapted to meet their needs. For the most part, this can be done through providing simplified explanations, alternative tasks or additional resources. However, for some children, learning will need to be completely adapted to the stage that they are at. Any adaptations at this level should take into account EHCP targets and seek to provide opportunities for children to develop their skills in these areas alongside their general learning. There will be children who do not have access to Seesaw. For these children, a weekly work pack will need to be provided. The work pack should be prepared and emailed to the School Office/DHT for printing by Monday morning and the parent contacted to let them know that it is ready for collection. Where possible work packs will be collected from school, however, if collection is difficult, then they will be delivered on a Monday to the relevant children.

i) Provision in School

In this scenario, some year groups, and possibly some children whose parents are key workers or those who are identified as being vulnerable, will be educated on site. In year groups where all children are attending, teaching and learning will continue as normal, with the children supported by the usual school staff. In year groups where some children are remaining at home, the children in school will be supported in school to access the remote learning that has been set for them. At this time, a rota for supervision will be set up whereby teachers and teaching assistants will be tasked with either supervising in-school learning or providing remote learning.

5. Remote Learning for Individuals

There will be times, when school remains open to all pupils, that individual children or families will be required to self-isolate. This could be for a period of 24 hours up to 10 days and during this time, the school has a duty to provide access to remote learning. However, as teachers will be focused on delivering the curriculum for the majority of children in school, this will be a revised version of our remote learning offer (see above).

a) Planning

In the first 24 hours after the child or family starts self-isolating, the teacher (s) will ring the parents to discuss the provision that they will be able to offer, including the option of joining live English and Maths sessions. In the next

24-48 hours the class teacher will email the parents with a weekly timetable for the child. This is based on the class timetable regularly completed by teachers and will simply detail what subjects will be covered over the next week.

b) Delivery

Each morning, teachers will upload the relevant resources for the lessons that will be taking place that day. They should be uploaded to Seesaw (EYFS and Reception) or Microsoft Teams (Year 2-6). For Guided Reading, English and Maths, the child will be expected to participate in lessons through Zoom/Teams on either a tablet or laptop. (These devices can be provided by the school where necessary.) Additional comments/support can be provided during these sessions by the teaching assistance. For other subjects, the child working remotely will be expected to access their learning asynchronously using the resources provided. As the majority of children will be on site, the remote learning provision will need to be simplified to ensure that workload remains within manageable limits. Where necessary, teaching assistants can be used to support the preparation of resources. If preferable, a pack of resources for the week could be prepared and emailed/uploaded for subjects other than Reading, English and Maths.

c) Assessment

Children should submit their work on a daily basis via Seesaw/Microsoft Teams. This can then be viewed and acknowledged by teachers as part of the marking/feedback process for all children. Using the information gathered from home, teachers will be able to identify whether they need to adapt the lesson that they have prepared for the following day or whether the child needs to be contacted individually the following day to discuss their learning. To facilitate this, teaching assistants can be used to cover classes for 10-15 minutes while phone calls are made. If this is not sustainable, then assessment notes made from remote learning can be used as a basis for catch-up with teaching assistants/teachers on the child's return to school.

d) Contact with Children

While contact with individual children will prove difficult under this scenario, efforts should be made to speak to the children at least once a week. For vulnerable children, the well-being team will also conduct welfare calls on a regular basis across the week(s) to ensure that children are engaging with learning.

e) Support for Parents

If a child or family is required to self-isolate, parents will be provided with details about the remote learning programme, which will include guidance on how to use Seesaw/Microsoft Teams. School will also contact families where there is limited access to technology to ascertain their requirements and respond appropriately. In addition, information on the school website and a booklet will include information about how to access further support regarding their child/ren's learning and other resources which they can draw on to support them and their child

f) Support for Teachers

The procedures that we are implementing for remote learning moving forwards are similar as those implemented between January and March 2021. Therefore, teachers are already familiar with the tools that we will be using and there are a range of online resources like Oak Academy and White Rose Maths among others, which are available to support planning and preparation. Where additional strategies or tools are introduced then training and/or support will be provided. In addition, policies and procedures have been updated to incorporate increased contact through telephone and video calls.

g) Adaptations

We are aiming for all our remote learning to promote independence and encourage children to be self-motivated learners. However, for some children, remote learning will need to be adapted to meet their needs. For the most part, this can be done through providing simplified explanations, alternative tasks or additional resources. However,

for some children, learning will need to be completely adapted to the stage that they are at. Any adaptations at this level should take into account EHCP targets and seek to provide opportunities for children to develop their skills in these areas alongside their general learning. There will be children who do not have access to Seesaw/Microsoft Teams. For these children, a weekly work pack will need to be provided. The work pack should be prepared and given to the school office who will contact the parent to let them know that it will be delivered in the next 24 hours.

6. Expectations for Teachers and Teaching Assistants

As this document covers many different scenarios all with slightly different actions which will need to be implemented, a simple table detailing the expectations for teachers and teaching assistants in each scenario has been provided below.

	Localised Closure	Partial Closure	Bubble Closure	Individual Absence
Planning	<ul style="list-style-type: none"> Weekly overview and timetable sent out on a Friday afternoon 	<ul style="list-style-type: none"> Weekly overview and timetable sent out on a Friday afternoon 	<ul style="list-style-type: none"> Overview and timetable sent out 24 hours after bubble closes 	<ul style="list-style-type: none"> Parents contacted to discuss RL. Timetable sent out 24-48hours after individual self-isolates
Delivery	<ul style="list-style-type: none"> Lessons uploaded to Seesaw/Microsoft Teams including voiced powerpoint/online videos for English and Maths 	<ul style="list-style-type: none"> Lessons uploaded to Seesaw/Microsoft Teams including voiced powerpoint/online videos for English and Maths 	<ul style="list-style-type: none"> Lessons uploaded to Seesaw/Microsoft Teams including voiced powerpoint/online videos for English and Maths 	<ul style="list-style-type: none"> Resources for all lessons (as being used in class) uploaded to Seesaw/Microsoft Teams
Assessment	<ul style="list-style-type: none"> Review of online learning, with feedback. Individual adaptations/conversations conducted 	<ul style="list-style-type: none"> Review of online learning, with feedback. Individual adaptations/conversations conducted 	<ul style="list-style-type: none"> Review of online learning, with feedback. Individual adaptations/conversations conducted 	<ul style="list-style-type: none"> Review of online learning, with feedback Notes made for catch-up on return
Scaffolded Practice and Application	<ul style="list-style-type: none"> Targeted support for groups of children using Zoom/Teams Focus on interactive activities to assess and address misconceptions. 	<ul style="list-style-type: none"> Targeted support for groups of children using Zoom/Teams Focus on interactive activities to assess and address misconceptions. 	<ul style="list-style-type: none"> Targeted support for groups of children using Zoom/Teams Focus on interactive activities to assess and address misconceptions. 	<ul style="list-style-type: none"> Targeted support provided by Teaching Assistant through live teaching.
Contact with Children	<ul style="list-style-type: none"> Weekly emails to class Individual feedback via email when necessary Fortnightly calls to all families Weekly story time 	<ul style="list-style-type: none"> Weekly emails to class Individual feedback via email/phone when necessary Fortnightly calls to all children Weekly story time 	<ul style="list-style-type: none"> Weekly emails to class Individual feedback via phone when necessary Weekly calls to all children Daily story time 	<ul style="list-style-type: none"> Weekly call to discuss well-being/learning Support from well-being team to maintain contact
Contact with Parents	<ul style="list-style-type: none"> Support resources re. Remote Learning provided Fortnightly calls to all families 	<ul style="list-style-type: none"> Support resources re. Remote Learning provided Fortnightly calls to all families 	<ul style="list-style-type: none"> Support resources re. Remote Learning provided Weekly calls to all families 	<ul style="list-style-type: none"> Call to parents within 24 hours Support resources re. Remote Learning provided Email to parents between 24-48 hours
Adaptations	<ul style="list-style-type: none"> Adaptations provided for individuals Work packs for identified children/families 	<ul style="list-style-type: none"> Adaptations provided for individuals Work packs for identified children/families 	<ul style="list-style-type: none"> Adaptations provided for individuals Work packs for identified children/families 	<ul style="list-style-type: none"> Adaptations provided for individuals Work packs for identified children/families
Teaching Assistants	<ul style="list-style-type: none"> Supporting children in school Aiding staff in preparing resources 	<ul style="list-style-type: none"> Supporting children in school Aiding staff in preparing resources 	<ul style="list-style-type: none"> Aiding staff in preparing resources 	<ul style="list-style-type: none"> Aiding staff in preparing resources

APPENDIX 1 – Letters to Parents

Dear Parents and Carers,

Remote Learning – Guide for Parents (Localised Closure)

As you will be aware, school has closed and only a small number of pupils are being educated on site. For all other pupils we will be providing remote learning. This letter is to guide you through how this will work. If your child is in Reception or Year 1 we will be using Seesaw as our online tool. If your child is in Year 2, 3, 4, 5 or 6 then we will be using Microsoft Teams as our online tool. Additional information about how to access and use these apps has been provided.

Learning will be uploaded to these apps for your child to complete. This will include:

- A timetable for the week along with an overview of each lesson which will be uploaded by 3pm on Friday afternoon
- Daily English and Maths lessons (including online presentations) which will be uploaded by 8:30 each morning (Monday to Friday)
- Live sessions for small groups of children in English or Maths each week
- Guidance and resources for other lessons (e.g. Science, History, Geography etc.) which will be uploaded daily according to the timetable

Your child will be expected to upload the learning at the end of each day so that the teacher can mark and assess this learning. If necessary, they will then be in contact the following day to provide further challenge or support based on their assessments.

We will also ensure that the teachers are in regular contact with all children to encourage and motivate them. This will be through a weekly email and a fortnightly phone call. There will also be a weekly story time session via Zoom for your child to participate in.

Further information is provided on the school website under Remote Learning where you will also find us sharing successes and achievements of our Grove community during this challenging time. However, if there is anything that you or your child needs to support their learning then we urge you to get in contact with the school office (office@grove.cambs.sch.uk) so that we can help you straight away. Also, if, for any reason, you have difficulty accessing the online resources, then please let us know as soon as possible so that an alternative solution can be found.

Thank you very much for your patience and support as we try to provide all our children with the best education in these challenging times.

Yours sincerely,

Miss Owen

Dear Parents and Carers,

Remote Learning – Guide for Parents (Partial Closure)

As you will be aware, the government has requested the closure of school to.... For those who are remaining at home, we will be providing remote learning. This letter is to guide you through how this will work. If your child is in Reception or Year 1 we will be using Seesaw as our online tool. If your child is in Year 2, 3, 4, 5 or 6 then we will be using Microsoft Teams as our online tool. Additional information about how to access and use these apps has been provided.

Learning will be uploaded to these apps for your child to complete. This will include:

- A timetable for the week along with an overview of each lesson which will be uploaded by 3pm on Friday afternoon
- Daily English and Maths lessons (including online presentations) which will be uploaded by 8:30 each morning (Monday to Friday)
- Live sessions for small groups of children in English or Maths each week
- Guidance and resources for other lessons (e.g. Science, History, Geography etc.) which will be uploaded daily according to the timetable

Your child will be expected to upload the learning at the end of each day so that the teacher can mark and assess this learning. If necessary, they will then be in contact the following day to provide further challenge or support based on their assessments.

We will also ensure that the teachers are in regular contact with all children to encourage and motivate them. This will be through a weekly email and a fortnightly phone call. There will also be a weekly story time session via Zoom for your child to participate in.

Further information is provided on the school website under Remote Learning where you will also find us sharing successes and achievements of our Grove community during this challenging time. However, if there is anything that you or your child needs to support their learning then we urge you to get in contact with the school office (office@grove.cambs.sch.uk) so that we can help you straight away. Also, if, for any reason, you have difficulty accessing the online resources, then please let us know as soon as possible so that an alternative solution can be found.

Thank you very much for your patience and support as we try to provide all our children with the best education in these challenging times.

Yours sincerely,

Miss Owen

Dear Parents and Carers,

Remote Learning – Guide for Parents (Bubble Closure)

As you will be aware, we have had to close the Year...bubble. This means that for the next 10 days, we will be providing remote learning for your child. This will be using Seesaw/Microsoft teams. Additional information about how to access and use these apps has been provided.

Learning will be uploaded to these apps for your child to complete. This will include:

- A timetable for the week along with an overview of each lesson which will be uploaded within 48 hours of the bubble closing
- Daily English and Maths lessons (including online presentations) which will be uploaded by 8:30 each morning (Monday to Friday)
- Live sessions for small groups of children in English or Maths each week
- Guidance and resources for other lessons (e.g. Science, History, Geography etc.) which will be uploaded daily according to the timetable

Your child will be expected to upload the learning at the end of each day so that the teacher can mark and assess this learning. If necessary, they will then be in contact the following day to provide further challenge or support based on their assessments.

We will also ensure that the teachers are in regular contact with all children to encourage and motivate them. This will be through a weekly email and a fortnightly phone call. There will also be a weekly story time session via Zoom for your child to participate in.

Further information is provided on the school website under Remote Learning. However, if there is anything that you or your child needs to support their learning then we urge you to get in contact with the school office (office@grove.cambs.sch.uk) so that we can help you straight away. Also, if, for any reason, you have difficulty accessing the online resources, then please let us know as soon as possible so that an alternative solution can be found.

Thank you very much for your patience and support as we try to provide all our children with the best education in these challenging times.

Yours sincerely,

Miss Owen

Dear Parents and Carers,

Remote Learning – Guide for Parents (Individuals)

We understand that you and your family are now self-isolating. This means that for the next 10 days, we will be providing remote learning for your child(ren). This will be using Seesaw/Microsoft teams. Additional information about how to access and use these apps has been provided.

Learning will be uploaded to these apps for your child to complete. This will include:

- A timetable for the week which will be uploaded within 24-48 hours after we learn that your child needs to self-isolate
- Resources needed for your child to access live the Reading, Writing and Maths lessons that will be going on in school. Your child's class teacher will provide further information about how to access these.
- Guidance and resources for other lessons (e.g. Science, History, Geography etc.) which will be uploaded daily according to the timetable

Your child will be expected to upload the learning at the end of each day so that the teacher can mark and assess this learning and provide some simple feedback. The class teacher will also be in contact each week to find out how your child is getting on.

Further information is provided on the school website under Remote Learning. However, if there is anything that you or your child needs to support their learning then we urge you to get in contact with the school office (office@grove.cambs.sch.uk) so that we can help you straight away. Also, if, for any reason, you have difficulty accessing the online resources, then please let us know as soon as possible so that an alternative solution can be found.

Thank you very much for your patience and support as we try to provide all our children with the best education in these challenging times.

Yours sincerely,

Miss Owen