Gosforth East Middle School Remote Learning Offer

We want to support your child with their remote learning during their absence from school to ensure they can continue to access the curriculum whilst at home. This plan is dependent on your child being well enough to complete this work and we recognise that individual home circumstances vary. Please do keep us informed of any issues with completing work by contacting your child's form teacher via email.

Remote Education Provision – Information for parents

This information is intended to provide clarity and transparency to student 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 children at home?

A student's first day or two of being educated remotely might look different from our standard approach, whilst 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?

Our teachers will provide work on our remote learning platform, Seesaw. All students have log on details for their own learning journal. However, form teachers can provide this if children forget their log-in details. Teachers will set suitable work which will follow the curriculum planning for each year group.

Following the first few days of remote education, will my child be broadly speaking the same curriculum as they would if there were in school?

We aim to teach the same curriculum remotely as we do in school, wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in English we have decided to shuffle the curriculum plan to allow for easier study at home. Students will not be able to access practical lessons in the same way, but lessons will be adapted to allow students to experience as much of the curriculum as possible.

Remote teaching and study time each day

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

We expect that remote learning (including remote teaching and independent work) will take students the following number of hours each day. This will include a form time session on a Friday.

In line with Government guidance, Key Stage 2 students will have 4 hours of study per day and Key Stage 3 students will have 5 hours of study per day. We have created a study timetable which we would like students to follow where possible.

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1	KS2/3 English	KS2/3 English	KS2/3 English	KS2/3 English	KS2 TEAMS FORM TIME 9:15 for Year 5 9:45 for Year 6
Lesson 2	KS2/3 Maths	KS2/3 Maths	KS2/3 Maths	KS2/3 Maths	KS3 TEAMS FORM TIME 10:15 for Year 7 10:45 for Year 8
Lesson 3	KS2/3 Science	KS2/3 Science	KS2/3 Science	KS2 English KS3 Science	**Challenge Day**
Lesson 4 & 5	History, Geography, RE, MFL, Music, Art/DT, ICT, PSHE, PE				

To try to reduce the amount of screen time the students have, we are going to set challenges on a Friday which follow the curriculum but challenge the students to think or work in a different way. It will also allow opportunities for students to consolidate any learning on Seesaw from the work set during the week.

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

Our platform for remote learning will be Seesaw. All students have access to this platform and all lessons/activities will be set on Seesaw. Some activities may require our students to use other platforms. All children have a school email which can be accessed through Microsoft Office 365. Students can also access Microsoft Teams. Some videos may also be posted on the school's YouTube account or using Microsoft Stream. Students will be guided by staff how to access these sites safely and securely.

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 students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

- School may be able to provide Chromebooks or iPad to students who do not have access to devices at home. Parents should contact the school and we will endeavour to provide a suitable device.
- School may be able to provide internet access to children who do not have access to the internet at home. This will either be a 4G sim card or 4G router which provide enough data to complete online learning. Parents should contact the school if they require assistance with internet access.
- ICT support can be given to families who require assistance in setting up devices to allow remote learning to take place.
- Materials like textbooks and printed materials can be collected from the school reception, however, we would encourage all students to use the online materials to avoid any unnecessary opportunities for transmission of Covid19. We would encourage parents to contact the school to arrange access to electronic devices in the first instance. We can then discuss other options, should this be necessary.

How will my child be taught remotely?

We will use a combination of the following approaches to teach students remotely. Teaching staff will use professional judgement to choose the most appropriate approach for the curriculum being taught.

- Recorded teaching – Video/audio recording made by teachers or other approved external providers. (BBC, Oak Academy etc.)
- Seesaw lessons – Lessons uploaded onto Seesaw. These could be PowerPoints with audio recording by staff, links to other websites, and links to materials on SharePoint.
- Live teaching – Lessons taught by staff using Microsoft Teams.
- Textbook / Reading books – Some students have textbooks or reading materials which can be collected from school. School will offer a suggested reading list which parents may wish to buy for students, or these can be provided by school to collect.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Worksheets or activities uploaded to Seesaw which students can complete online, on an electronic device and email work back to staff, or complete on paper and submit a photo/screen shot of the completed work.
- Challenge days – Fridays will consist of a series of challenges aimed to reduce the amount of screen time. Students will receive a reading/English challenge, maths challenge, physical challenge and creative challenge to complete each week.

Engagement and Feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide them at home?

We understand that every family will have different commitments and challenges which may impact the amount of work our students can complete and the amount of support you will be able to provide. Working together is vital in delivering an effective remote learning offer. Parents can help to support the learning by:

- Ensuring that their children access the work provided by school. We would encourage the children to follow the timetable above but realise that this may not be possible for all families. Children should, however, have the same level of engagement as when they are accessing the normal curriculum in school.
- Where possible, students should be on time and ready to interact and learn through time-tabled remote learning sessions. Teachers will be available throughout the day to support children.
- We would expect children to prioritise English, Maths and Science, whilst also accessing the work in other subjects to ensure that are engaged in a broad and balanced curriculum. Students can contact subject staff if they require any assistance with completing work.
- Students should try to complete as many of the tasks as possible in the time allocated to each key stage. They should submit work regularly to their subject teacher. This will allow assessment and feedback to support further learning.

- In line with DfE guidance, students will be able to access 4 hours of daily learning in KS2 and 5 hours of daily learning in KS3.
- Children should have an area at home to work, which is as quiet as possible, removing distractions for the remote learning to take place.
- We would encourage sessions not to be disrupted, including preventing anyone else in the household contributing to any live lessons.
- Sessions must not be videoed or photographed, as per our online learning agreement.
- Please raise any issues or concerns with the relevant staff in school.
- Encourage children to behave in line with school expectations while accessing remote learning.

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

Seesaw allows staff to monitor who is accessing the work remotely each day. If children do not engage with the work, the school will contact the students via email or phone to see whether they require further assistance. We understand that children may not be able to access the work at the same time as the timetabled sessions. Subject staff and form staff may decide to contact you to discuss the work and see whether they can support any issues with remote learning.

Staff will make daily contact with students via Seesaw to set work and address any issues with remote learning. There may be additional contact made by staff to support students with their learning. We will also hold weekly form meetings on Microsoft Teams where form teachers will speak to students and allow opportunities for the form class to interact with each other.

Staff are required to make welfare calls. We aim to make individual welfare calls to children once every three weeks, as long as they are interacting with the daily communications made by subject staff. If students are not engaging in the daily communications, then staff will contact home and speak with parents and students to see whether school can support them further with remote learning. SEND/Vulnerable children will be contacted daily through Seesaw and weekly (minimum) via a telephone conversation.

At all stages we will work together with parents, carers and students to support their engagement and attendance. We will offer support and advice to parents and carers whenever it is required. We would recommend that parents check emails regularly to avoid missing any important communication.

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. Our approach to feeding back on student work is as follows:

Students receive feedback in several different ways. These are balanced and appropriate to support teachers, students and purpose. These include:

- In the moment feedback during live sessions, through teacher/student interaction
- General marking of work submitted/uploaded.
- Individual and personalised feedback through Seesaw. This can be sent through a recorded message attached to the student's work.
- Verbal feedback, sent through a recorded message attached to the student's work.
- Video/Audio uploaded to SeeSaw which identifies misconception with teacher modelling how to address this misconception.

Feedback is a vital part of engaging and supporting learning and wellbeing during remote learning. As such we ensure that all children get regular feedback. Deeper forms of feedback, such as verbal feedback and a modelling video are generally received by students weekly.

Additional support for students with specific needs

How will you work with me to help my child who needs additional support form adults and home to access remote education?

We recognise that some pupils, for example some students 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 students in the following ways:

- At all stages, learning is personalised to meet the needs of individual students.
- Technology and platforms ensure that differentiation and bespoke support is not limited or hindered.
- Support will be provided to ensure, where possible, all can utilise the technology to support their learning.
- Where technology itself might prove a barrier for specific learning needs, appropriate and effective alternative will be provided.
- The school will continue to work outside agencies and wider professionals as appropriate.

Our school will:

- Work with families to deliver remote education for students with SEND.
- Ensure that all students, including those with SEND, will have equality of access to the full curriculum offer through remote learning. This will be through the use of bespoke activities and live/recorded teaching sessions. These maybe be delivered by the SENCo or learning support assistants.
- Allocate all SEND children a learning support assistant who will work with children in school and those children working from home. Weekly welfare phone calls will be made (minimum) in addition to the daily checks by form and subject teachers.
- Offer children with an EHCP a school place and continue to work on their personal targets (where possible).
- Complete risk assessments for EHCP children working at home. The local authority will be notified and school will maintain regular contact with the parents and the pupil.
- Continue counselling provision via TEAMs.
- Offer places in school to those children who are considered vulnerable learners.
- Provide support to families who require it, please contact Mrs Armstrong if you wish to discuss any specific needs.

Remote Education for self-isolating students

Where individual students 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 students both at home and in school.

If my child is not in school because they are self-isolating, how will their remote learning differ from the approaches described above?

Your child's teachers will be informed that they are self-isolating as soon as possible. During a normal school day, teachers may not be able set work immediately if they are teaching. However, staff will set work for your child as soon as they can to ensure that they continue to learn at the same pace as students in school.

Students will be set the work that other students have covered in class. Normally this will be in the form of the lesson PowerPoint with some instructions to explain the task. This work will be posted on Seesaw for children to access at home. Students should submit completed work to the teacher and they will feedback as appropriate to the tasks given. If your child requires assistance, they can email or send a message on Seesaw to the subject teacher. Please be aware that teaching staff will be teaching their normal timetable and will respond as soon as they can.

Some staff may set up the opportunity for students to access the lesson live, this will be on Microsoft Teams. This will allow the student to hear the lesson live and access the resources remotely. Please note that the teachers will interact with students accessing remotely when appropriate.

When children return to school, we would encourage them to show their teachers the work they have completed during the remote learning period (if it has not been submitted via email or Seesaw). They should ask for any resources they may have missed during this time. They should always ask their teachers for advice if they experienced any difficulties with the content of lessons on their return to school.

Teachers who are self-isolating will continue to set work if they are well enough to do so. This work will normally be in the form of a narrated PowerPoint that will be used in school with their class who will be supervised by another teacher. These narrated PowerPoints will also be available to any student within the class who is self-isolating. Teachers may also provide a range of materials to support the lessons including handouts.

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