



Riversdale Primary School

Remote Education Provision

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home. Please also note the school's [Virtual Learning Environment Policy](#), which outlines many of these areas in greater detail.

[The Remote Curriculum: What is Taught to Pupils at Home](#)

What should my child expect from immediate remote education in the first day or two of pupils being sent 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.

The pupils will be provided with virtual resources and activities based on the specific circumstances of their class bubble via their dedicated Google Classroom. Each teacher will carefully consider and plan work that can be completed without teacher input, often consolidating work that has recently been undertaken. This might include instructional videos from sites such as Oak Academy, Khan Academy etc. where applicable. The school has previously provided families with workbooks such as handwriting practice. Tasks from these may also be set during these first few days.

Please note: Where it is appropriate to the circumstances, pupils might begin their full remote education provision immediately. This decision will be taken by the class teacher in conjunction with senior leadership.

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?

At Riversdale Primary School, the pupils will be taught the same curriculum remotely, as they would receive in school. Staff will continue to follow the established curriculum plans, with minor adaptations made to suit the different style of learning involved. The delivery will depend on the individual circumstances of each bubble but will incorporate a blend of synchronous (live/real-time) and asynchronous (recorded/independently led) lessons.

[Remote Teaching and Study Time Each Day](#)

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

Government guidelines state that remote education (including remote teaching and independent work) should take pupils broadly the following number of hours each day:

Stage of Learning	Minimum Number of Hours
EYFS	No expectations set
Key Stage 1	3
Key Stage 2	4

The school will provide pupils with learning opportunities that exceed these guidelines each day, but pupils are able to complete as much as is feasible given their home circumstances.

Please note that we do expect that the minimum number of hours is met. However, this could be broken into smaller chunks throughout the day and does not need to be done in one continuous sitting.

Accessing Remote Education

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

The central tool utilised by the school is Google Classroom. Here, pupils will be able to access their remote education provision including links to additional platforms such as Google Meet.

Children will also be set tasks that require access to online platforms such as Reading Eggs, Times Table Rock Stars, Mathletics and Spelling Shed. The tasks will be set on Google Classroom, but pupils will complete these on the platforms using their personal logins.

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:

- Issuing school laptops to families where children have no access to a device:**
 Parents/carers have contacted through Weduc to ascertain need and laptops have been arranged and sent out for those that have made requests. Priority is given to children classed as disadvantaged, pupil premium and/or free school meals. If parents/carers would like to request a device, they can contact the school via Weduc or through the office email account: info@riversdale.wandsworth.sch.uk.
- Issuing devices that enable an internet connection:**
 The school has contacted parents/carers to ascertain their home's internet connection. Where parents/carers have stated that Wi-Fi is not available at home, the school has supported them by providing routers or dongles through the appropriate government scheme.
- Access to printed materials where pupils do not have online access:**
 The school will provide work packs for any child that is not able to access their Google Classroom. These packs contain the same work set on the Google Classroom to ensure that all children are accessing the same curriculum as much as is possible within this context. All pupils have also been provided with additional workbooks to complete which can also be undertaken should the work packs be completed quicker than intended. If a parent/carer wishes to request a work pack, they can contact the school via Weduc or through the office email account: info@riversdale.wandsworth.sch.uk. These work packs can be collected from the school once a notice has been sent to the parent/carer to inform them that it is ready OR in appropriate circumstances, work packs can be delivered to the child's home.

- **Submission of work where pupils do not have online access:**

Where pupils are working on paper, using the work packs provided by the school, these can be returned to school or, where appropriate collected, when the next work pack is ready.

How will my child be taught remotely?

As previously stated, work is set for children using the Google Classroom platform. Teachers will set **assignments** providing clear details of the tasks that are to be completed, as well as materials needed. Deadlines will be set to support families with time management, but these are flexible to an extent, as we appreciate family circumstances are such that a child may need additional time.

For EYFS, pupils can expect a series of recorded lessons that parents/carers can access at a time and in a manner that is suited to their familial circumstances and needs of their children. They can also expect a number of live lessons over the course of a week to keep in touch with the staff and each other.

In Key Stages 1 and 2, pupils can expect two live streamed lessons to take place per day with additional sessions where appropriate. All live lessons will also be recorded, for pupils to access at a later time and date where necessary, for example if their family circumstances do not allow them to attend the live lesson.

Each day, the class timetable **may** include a combination of the following:

- Phonics/Reading,
- Writing & Grammar,
- Maths, and/or
- Other subjects inc. science, art, history, geography, RE, PE, PSHE etc.

Class teachers will decide which of these lessons are live and this will be stated on the weekly timetable disseminated via either Weduc or Google Classroom. Where possible, core subjects (Maths and English) will be live, but this may not be suitable in some instances.

For core subjects, the school will continue to apply the strategies and frameworks used when children are in school. For example, maths will be taught using the mastery approach through Maths! No Problem and with the associate workbooks. For other subjects, teachers will use a range of resources from various sources, for example those developed by the teacher, Oak Academy and/or The Hamilton Trust etc.

Skills practice remains an important part of the curriculum and children will be set regular spellings, times tables and reading work each day through the various external platforms that the school has previously used.

In addition to assignments, pupils will be given access to a range of pastoral activities to support the development of citizenship and social and emotional skills for example. Pupils will have access to:

- UNCR Article of the Week to discuss children's rights at home.
- Mini assemblies provided by the school's Chair of Governors and other external sources.
- Golden Time to allow social interaction between class members.
- Sharing a story to support a love of reading and family discussions around themes brought up in the story.

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?

As a school, we understand the difficult position that parents/carers are placed in when having to support pupils' learning whilst also working from home. Ideally, pupils will engage in all of the activities that teachers set, but we only expect that families undertake as much work as their home circumstances allow.

Pupils in EYFS and Key Stage 1 may require a great deal of support from parent/carers to access their learning. From attending the live lessons, to completing the tasks set and uploading this to Google Classroom so that they can receive teacher or TA feedback. Therefore, the work set has been planned to take this into consideration.

The majority of pupils in Key Stage 2 should require less support from parents/carers and we would therefore have higher expectations of lesson engagement and work completion.

However, where access to devices may be a problem or in instances that children are struggling, we would ask families to contact the school as soon as possible, so that class teachers and families can work together in developing suitable and personalised strategies for each child.

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

Staff will take daily registers of all live sessions to monitor engagement. These will be updated to also reflect the level of work submitted to the Google Classroom.

Where there are concerns about pupil engagement, a member of staff will contact the family within 24 hours to discuss their concerns and offer support where needed.

How will you assess my child's work and progress?

Where appropriate to the task, staff will provide feedback via Google Classroom. This could be annotations on a child's submission or an overall statement at the end of a piece. However, feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback maybe used where a misconception is noted across many pupils, or quizzes marked automatically via digital platforms so that pupils receive instant notification of areas of strength and areas for development.

Our approach to feeding back on pupil work will take these and other methodologies into consideration. Teachers will select whichever method is most appropriate, but rest assured, all children will be expected to receive feedback in one form or another.

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 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 on an individual basis to ensure a personalised approach is taken.

Class teachers will work in conjunction with the SENDCo or ASD Base Lead to ensure that work set is appropriate to the child's EHCP and achievable in the home environment. Parents/carers play an important role of course, and we invite them to contact class teachers for support and guidance, or to share areas of success.

Remote Education for Self-Isolating Pupils

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

Where a child is required to self-isolate, the same methodologies mentioned above will be put into place. These will differ depending on the circumstances of self-isolation and work may be set through Google Classroom, through work packs or a combination of the two. With regards to live streamed lessons, self-isolating pupils may be able to access these where the school deems this suitable.