



The Queen's C of E Primary School Remote Learning Offer

Remote education provision:

Information for parents:

This information is to provide clarity and transparency to Queen's families about what to expect from remote education if local restrictions or national school closure require entire cohorts (or year group 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.

Please click on the question, which will take you directly to answers.

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The Remote curriculum: What is taught to children at home?

Our remote curriculum continues the learning children experience at school and follows The National Curriculum and year group curriculum plans. Teachers may need to adapt their Yearly Planning Overviews to ensure that the learning covered is as accessible and achievable as possible e.g. by adapting class texts or moving a maths topic.

Our remote learning offer is provided via Google Classroom. This is a familiar tool for the children, as it is accessed at school, for homework and blended learning tasks. Therefore, children are familiar with how to log in and navigate the site. If children are learning remotely, an email will be sent to parents reminding them of how to access Google Classroom and the relevant log in details they may need.

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

Closure of a Year Group bubble

When a year group is sent home directly from school, class teachers will explain expectations for learning and behaviour online before they leave the school site. On leaving school, children will take home:

Year	What my child will bring home		
EYFS	Whiteboard and pen		Current reading book
1	Whiteboard and pen	Maths and English books.	
2	Whiteboard and pen	Maths and English books.	
3		Maths and English books.	
4		Maths and English books.	
5	(No books) learning uploaded directly to Google Classroom		
6	(No books) learning uploaded directly to Google Classroom		

Once at home children and families have access to links, via Google Classroom, on Oak Academy and BBC Bitesize. The Queen's School remote learning offer will begin by 12.00pm the following day. When there will be a video call via google meets in Google Classroom.

The afternoon call sets the learning expectations for the coming days or week. This is followed up with a call at a 2.15pm to share learning outcomes and reflect on the learning process.

During regional or national lockdown

In the event of an announcement about a regional or national lockdown or in the case where more than one year group bubble has been sent home an email will be sent explaining when the learning offer will begin and the time video calls will take place.

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?

Our remote learning offer aims to teach and continue our planned curriculum. When planning remote learning, teachers may need to adapt the curriculum sequence to allow for high-quality online learning and to ensure it is accessible to those at home and at school, for example changing an English text or moving a maths topic. This will not affect curriculum coverage over the school year



and each year group's curriculum objectives and subject progression and skills maps will continue to be covered through our remote content. Our aim is provide the highest quality learning and teaching possible both at home and at school and to ensure the Learning outcomes and expectations for learning in a year group are met.

Remote teaching and study time each day

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

Our remote learning offer (including remote teaching and independent work) is planned, in line with the government recommendations, to provide:

- 3 hours of learning a day for Key Stage 1
- 4 hours of learning a day for Key Stage 2

Please see the later section outlined in the [Remote education for children in the early years of education](#) for those pupils in the early years (EYFS and Year 1).

How the Learning is structured

The learning offered is meaningful and ambitious with a daily focus on core English and Maths skills, alongside other core subjects (science, RE and computing) and foundation subjects (geography, history, art, DT and PE). Collective Worships and non-screen time activities such as, PE/exercise, art, reading and mindfulness, complement this. This structure is to support children to be as engaged, motivated and challenged, as they would be in school, whilst ensuring curriculum coverage and progress for all within a balanced timetable.

How is my child supported in their learning?

Recorded audios, explaining and modelling the learning as well as twice daily Google Classroom video meetings ensure the vital connection between home and school is sustained and children are supported and guided in their learning.

Year Groups set timetables and a clear overview of the learning expectations on the class stream for both children and families, so expectations are clear. The work set is equivalent in length to the core teaching the children would usually receive in school.

Key Stage One and Two:

- 1 piece of Maths a day
- 1 piece of English a day
- 1 Foundation subject a day
- Other non-screen activities

Please see the later section outlined in the '[Additional support for pupils with particular needs](#)' to explore the learning offer for SEND children and those in the early years (EYFS and Year 1).

It is key to maintain links with school and as much as possible replicate a typical day, therefore recorded Collective Worships are shared on Google Classroom to provide families an opportunity to reflect on our shared Christian values and to come together as a school community, even though we are apart.



Accessing remote education

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

The Queen's School remote education is provided via:

Year Group individual Google Classrooms

This is where the learning is uploaded, set, explained, handed in, reviewed and feedback given.

Twice daily Video calls

These are accessed using Google Meets within Google Classroom and are to support, explain and set learning, explore queries and feedback on completed learning. They also provide opportunities to keep children connected to their year group, teachers and school.

Mathletics and Education City

These programmes, familiar to all the children, can also be accessed for homework or to support learning.

'Language Angels'

This is our scheme of learning providing French lessons for Key Stage 2.

What 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 children may not have suitable online access at home. If your child does not have access to a laptop or computer / internet connection at home, they will be unable to access fully our remote learning offer (via Google Classroom). **If this is the case for your family / child, please notify the school as soon as possible. We can offer support in explaining access arrangements and/or lending laptops.**

Email: info@queens.richmond.sch.uk

Phone: 020 8940 3580

As a school, we will be able to find a solution, loan a laptop or direct you to how you can temporarily increase data allowances for mobile phones.

Please do contact the school if you are having problems printing materials or submitting work online and we will advise and support you.

For those struggling with limited/shared devices at home, Google Classroom can be accessed via games console (e.g. Xbox or play station). This is useful for children to access video meetings or watch set learning videos.

How will my child be taught remotely?

At The Queen's School we use range of teaching methods to engage, motivate and inspire our children to learn to the best of their ability, whether at school or remotely. Our Learning Certainties remain at heart of how we teach and are the tools to help children become the best possible learners. This is key, as to learn effectively remotely, children need to be independent, resilient and resourceful.



Our teachers, who know their pupils learning needs the best, tailor our bespoke remote learning to each year group /cohort of children.

Some examples of remote teaching approaches include:

Twice daily Google Classroom video meets

These meets provide live direction and feedback. This can range from modelling writing, to exploring maths manipulatives, to teaching phonics. These calls are key opportunities to address misconceptions, provide feedback and celebrate learning.

Recorded teaching

This includes video/audio recordings created by class teachers or through trusted providers such as Oak National Academy, WhiteRose maths videos, BBC live lessons or other educational clips. These explain, model, instruct and explore the learning task and or objective. These can be paused, reviewed and repeated at the pace each individual child needs.

Commercially available websites

These may be used to support teaching of specific subjects or areas, including video clips or sequences.

Worksheets/ quizzes

These are tailor made (or commercially available) for learners to review or revise concepts. These can be completed individually or collaboratively using Google Documents for shared learning experiences. Teachers will direct on how they can be used.

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?

At The Queen's School, we expect our children to be highly engaged, motivated and challenged by our remote learning offer. The twice-daily year group video meets ensure learning is explained and modelled as well as providing opportunities for questions, feedback and sharing celebrations of learning.

Attendance at these meetings is monitored in order that we can give support to families/pupils who do not attend regularly, whilst recognising that pupils may not always be able to attend.

We know that during periods remote learning families are constantly juggling work/home commitments and supporting learning. On Google Classroom you will find a timetable and announcements on the classroom stream explaining what and when learning is expected to be completed and how and what feedback will be given. This is to help in setting routines to support your child's education and make the day (where possible) reflect school. You will also find some additional **optional** tasks on offer to keep children motivated and ensure that they are physically active. We aim to post the learning early in the day (6.00am) to enable parents to review before the morning video call.

Please see our bi-weekly [newsletter](#) (available on our website) for updates and photos of the children learning both at home and at school. This is a great way to keep up to date with school news and unite as a school community.

We also have a well-being page on our website that offers support for families juggling home schooling as well as guidance or where to seek help for mental health care.



If there are any concerns or questions about the remote learning, please contact your child's class teacher / school via info@queens.richmond.sch.uk - we are here to support you.

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

Google classroom is used as a blended learning tool aiding the transition from school to home learning. We monitor/ register attendance during the Google Classroom video calls and any pupil not participating with the video calls, or submitting or engaging in learning will receive a phone call from school to check on wellbeing and to see how we can offer further support.

If there is a concern about how a child is using Google Classroom e.g. putting inappropriate comments on the live stream, a warning will be given (on the stream via a direct private message) through Google Classroom. If there is no change in this behaviour after two warnings, then parents are contacted and or the child 'muted'. (This does not affect access to learning or restrict children from asking questions directly to the teacher). This reflects our behaviour system used in school.

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

Feedback is key for children to be inspired to participate in virtual learning, as well as an important tool to help assess learning and progress. Google Classroom and our daily meetings provide a variety of opportunities for feedback.

Class teachers will make it clear on the classroom feed what learning is being fed back directly in detail over a week and what learning needs to be 'handed in'.

As a guide (depending on a child's age) feedback will be given:

- individually on 1 writing and 1 maths piece of learning per week
- as a whole class on foundation subject/ RE during video calls

Alternatively, teachers may review uploaded work and give whole year group feedback on learning objectives.

As different families upload work at different times, direct feedback may not be on the same piece of English or maths work for each child but the pieces of work chosen will be consistent across the year group.

Feedback to improve learning outcomes is also delivered in a variety of ways, from whole-class discussions, to quizzes as well as children reporting back on their progress.

Peer interactions are an important part of feedback and in developing learning outcomes and can include peer marking and feedback, sharing models of good work, and opportunities for live discussions of learning.

Both planned peer interactions and feedback are age appropriate and therefore vary in each year group.

Staff working hours should be respected and therefore, any contact via Google Classroom (e.g. on the class stream or direct messaging) should be before 5pm.



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?

Remote education for children with SEND needs

We recognise that for some children with special educational needs and disabilities (SEND) and their families, remote education may be a challenge; therefore, we will work with parents and carers to support and tailor our remote education to meet individual needs.

This is achieved first by ensuring children have a device that gives them access to the learning platform. Once online and able to access Google Classroom, the children can participate in learning that, where needed, is adapted and supported with additional resources. Remote education will be tailored to the individual child to meet their learning needs and the varying impact self-isolation or lockdown may have on them. During a national or regional lockdown, where a need is significant, families will be offered an in school place as part of the Critical worker provision.

Remote education for children in the early years of education

Our remote learning offer is adapted for the age and stage of the children. Therefore, our provision for children attending Reception (EYFS) or Year 1 is tailored differently to support engagement and motivation appropriate to their younger age.

Reception (EYFS)

In EYFS core-learning opportunities are provided alongside time to explore learning through play. Therefore, teaching inputs e.g. for phonics, Maths and English will be added to Google Classroom daily. Children can view and follow the session and either complete a task within this time or be given the instructions for a task to do independently (for example a Literacy written task). An example day would include:

- Morning meet to start the day (9.45am – LIVE session)
- Daily morning Phonics session (uploaded by 10.00am)

For this session, children will need either a whiteboard and pen or a piece of paper and felt tip pen/pencil.

- Either a Maths or Literacy afternoon input daily (uploaded by 2.00pm)

For a Maths session, children will need something to count with (lego bricks, counters, seeds – anything works) and something to record with (paper and felt tips). For a Literacy input, children will need a whiteboard or paper and pen in case of any shared writing or short writing task within the session.

- End of day LIVE story time at 3.00pm (which will also be recorded and uploaded by 4.00pm for those who cannot join the live session)

There will also be the opportunity to meet with small groups of children via Google Meets daily – one group of 12 children (6 from each class) per afternoon at 2.00pm for 15-20 minutes. These sessions enable greater teacher interaction and provide an opportunity for children to share their learning with the group and receive verbal feedback from their teacher. A weekly overview of play activities is provided on a Friday to give parents ideas on how to develop their children's play throughout the week with activities or enhancements that link to the curriculum and consolidate the



current learning. On google classroom there are also a number of links to other play activities and ideas as well as a 'Guide to Home Learning' where there is advice on how to create meaningful interactions during play.

Feedback will be given on 3 pieces of work each week:

- 1 phonics
- 1 Literacy
- 1 Maths

There is the opportunity for parents to share with staff pictures and observations of their children learning through play, via the Evidence Me platform.

Education City activities are also set on a weekly basis and Mathletics activities are set for the term.

Year One

In year 1 a weekly sheet outlines the learning for English and Maths and the weekly focus for foundation subject learning (history, geography, Art/DT). This is to enable parents to plan their week and how best to support their children at home.

Recorded explanations and modelling of the learning are uploaded to Google classroom throughout the week, so children can revisit, pause and review learning expectations and instructions, including daily, Pre-recorded Phonics lessons and tasks.

Feedback will be given on 2 pieces of work each week:

- 1 English
- 1 Maths

Individual feedback is given in the form of 'Two Stars and a Wish', which is familiar to the children.

Year One also take part in the twice daily video calls. The morning video call enables the learning for the day to be explained, modelled live and staff to check in with the children. The afternoon call enables teachers to give whole-class feedback on the learning for the day and/or read a story.

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

Remote education for self-isolating pupils

Where individual children need to self-isolate but the majority of their peer group remains in school, remote education is provided, but will differ from the approach for whole year group learning remotely. This is due to the challenges of teaching children both at home and in school.

Self-isolation (individual case)

Teachers will provide/adapt learning in school, so that pupils continue to access the curriculum and current learning. This may be supplemented with links to BBC Bitesize, OAK Academy resources and The Queen's year group specific resources, such as spelling lists, Mathletics or Education City.

If you have any further questions, please do contact the school info@queens.richmond.sch.uk