

Remote Learning Outline- Badger Hill Primary School

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home or the school only remains open for critical Covid workers.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum covers what is delivered/taught to children at 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.

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

Due to having a robust contingency plan in place all of our children are able to access core skills/practise immediately. This would be through Google classroom/Class Dojo/CGP books and also through spelling shed/TTR and Bug Club. Paper packs would also be available for those that should need them.

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.

Remote teaching and study time each day

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

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Primary school-aged pupils	3 hours- KS1 4 hours- KS2
----------------------------	------------------------------

Class teachers will also provide weekly timetables which will explain the amount of time children should be spending on each activity. It is important to that children at home continue to regular breaks away from their learning as they would do in school. We also understand that all families work in different ways and your school day might look different than the typical school day of 9-3.

Accessing remote education

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

FS- Tapestry

KS1- Class Dojo and Google Classroom/Meet

Y3-Y6 Google Classroom and Google Meet

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:

- If families are struggling to find a device which can be used for home learning then we encourage families to contact the school office to discuss this. We have a small amount of chrome books which can be loaned to families. We regularly monitor engagement of all children and if we felt engagement was low then class teachers would contact families to discuss why-this may result in a chrome book being supplied to the family. We regularly inform parents via Dojo/Twitter and newsletters about ways in which to contact school if they need any support.
- When devices are distributed parents will be asked if they have a good internet connection. Where they do not the school has access to DfE dongles and can support parents in increasing mobile data through the new internet data scheme)
- If for any reason (and all other avenues have been discussed) families require paper packs of work then school would prepare paper packs for children to complete at home. They would then be required to be return them to school where they would be quarantined before being marked. Paper packs would be sent home on weekly basis.
- Our pastoral team have worked tirelessly since the becoming of the new national lockdown to identify any vulnerable (DfE identified), EHCP or school identified vulnerable child to ensure they have access to devices, internet or alternative resources as necessary

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

We use a range of approaches to teach pupils remotely as listed below:

- We mirror the school timetable as much as possible (this helps children to have a regular routine)
- We use a mix of pre-recorded sessions, annotated/voice over presentations and will be moving to live learning in the next 2 weeks (end of Jan 2021)
- Daily Google Meet registers in Years 3-6 and twice weekly Google Meet check ins Years 1 and 2.
- An extended pastoral session in KS2 weekly.

We use a range of websites to supplement our remote learning offer:

- Spelling shed
- Bug Club
- TTRS

Non Screen learning includes:

- Practical science activities
- CGP Books for independent learning
- Story time
- Opportunities for practical maths

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?

We expect all children to engage with our remote learning each day. We have added Google Meet registers across KS2 to help with this and also regular catch ups in KS1. We have set up our remote classrooms to mirror what would happen in the classroom as much as possible.

- Timetables are provided for each classroom. The timetables offer suggested timings so that children and parents know when and how long to spend on an activity
- Regular feedback throughout the day to help with encourage a positive mindset
- Expectations to attend any live learning which may take place
- Each class teacher has sent home an overview explaining what their remote learning offer consists of

We have also produced handy leaflets which offer home learning tips for all children and parents. We have also produced Google Meet protocols

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

Staff check daily for engagement with remote learning and this is monitored throughout the day. This is because we understand that sometimes a regular routine of 9-3 **doesn't work for all families**.

- If there is no engagement for one day then the class teacher/teaching assistant will make an informal call home.
- If this continues over a few days the class teacher will call again and also inform a member of leadership who will monitor the situation.
- If after a week it has not improved a member of the leadership team will contact the parents.
- We also record engagement on a spreadsheet which would be checked weekly by the leadership team.

SEND and vulnerable children automatically have a weekly check in with SENDco and DSL.

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 pupil work is as follows:

As we are offering a range of activities through our remote learning our assessment and feedback also varies. Assessment of work will take place as normal and children can expect regular feedback on their core learning.

We will use the following methods:

- Written notes in Google Classroom/Class Dojo
- Voice comments through Google Classroom
- Whole class feedback in Google Meets
- Feedback to families through telephone calls

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 some 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 in the following ways:

How we work with families to deliver remote education for pupils with SEND

- children with an Education, Health and Care Plan (EHCP) who are not in school will receive support from school (SENDco/class teacher) to work towards achieving outcomes set in the EHCP (where appropriate). This may take the form of any of the examples of remote teaching approaches outlined above.
- children with an Education, Health and Care Plan (EHCP) who are not in school will receive **weekly 'check-ins' from school (SENDco/class teacher)**. **Regular contact** with SENDco, class teacher and 1:1 support to help provide continuity between home and school.
- schools will always have an available school place for children with an EHCP, though recognise that parents may choose to educate their child at home.
- Children with My Support Plans (MSP) will be supported by class teachers as outlined above. In addition, class teachers may provide bespoke learning packs and additional resources to support parents working with their children towards outcomes set in the MSP. The school SENDco will discuss with parents and the class teacher options for reviewing MSP outcomes. This may be through a virtual review meeting, or as part of engagement and feedback as outlined above. School has created a list of support systems for children who have additional needs.
- The school SENDco will continue to liaise with outside agencies and, if possible, facilitate **virtual meetings as and when required**. **Any internal visits will follow school's current risk assessments**.
- All children on the SEN register will have weekly check-ins from the class teacher; additional provision may also be put in place as needs require. This may take the form of bespoke learning packs (virtual or paper), more regular well-being check-ins, additional targeted support from a TA or any other support considered necessary to meet outcomes outlined on a child's individual plan
- for younger pupil, measures as outlined above and also additional bespoke support which may take the form of bespoke learning packs (virtual or paper), more regular well-being check-ins, additional targeted support from a TA or any other support considered necessary to meet outcomes outlined on a child's individual plan

If you teach primary school-aged pupils, how you work with families to deliver remote education for younger pupils, for example those in reception and year 1

- Children in EYFS receive their remote learning in the same way as the rest of the school
- The remote learning is offered through Tapestry and Class Dojo (these are systems which all parents are familiar) with.
- The school day mirrors were possible what the children would be offered in school.
- Daily videos are created to support phonics, reading, writing and maths along with lots of support for practical learning.

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.

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

EYFS: Children would be supplied with paper packs of activities and would have access to our online learning websites such as spelling shed, Bug club and TTRS. Class teachers would also organise a reading book collection from school. Where possible the class teacher may be able to provide some recorded videos for core learning. This learning would be accessed through Tapestry.

Year 1/2: Children would be supplied with paper packs of activities and would have access to our online learning websites such as spelling shed, Bug club and TTRS. Class teachers would also organise a reading book collection from school. Children would also have access to CGP books for core learning. Where possible the class teacher may be able to provide some recorded videos for core learning. This learning would be accessed through Class Dojo.

Years 3-6: Children would be able to access core learning from Google Classroom and would have access to our online learning websites such as spelling shed, Bug club and TTRS. Class teachers would also organise a reading book collection from school. Children would also have access to CGP books for independent learning at home. Normal classroom work may also be accessed from Google Classroom and may be accompanied by recorded videos.