

Higher Bebington Junior School

Remote Education Provision: Information for Parents



Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local or national 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 pupils 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?

Immediate access to remote learning is provided via the Seesaw online learning platform or a paper work pack if required.

Each year group has prepared a stand-alone selection of work designed to last for a couple of days. This will be broadly in line with subject areas being taught in school.

When we are notified of your child's absence, your child will be able to access these via the Seesaw online learning platform. Paper packs can be available if preferred.

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?

After the first day few days of absence, remote learning available via Seesaw will be more closely matched to the current lessons being taught in school.

Learning via Seesaw will follow the same curriculum that we teach in school with some necessary adaptations made in some subjects (e.g. science, PE, art, DT, drama and music). This is because we recognise that resources and equipment available at home may differ from those at school and that some subjects/lessons would require a level of interaction not available when learning remotely.

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 (KS2 only)	4 hours of remote education daily
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Accessing remote education

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

The school uses Seesaw as our online learning platform. The children are familiar with this as it is used weekly for their homework.

In the instance of a whole class, local or national lockdown, we will also use Zoom once a week for class catch ups and assemblies.

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:

Higher Bebington Junior School has a limited number of iPads that can be loaned to families. We have also been allocated 38 Chromebooks by the DfE. The distribution and loan of the iPads and Chromebooks will be assessed with disadvantaged and vulnerable children taking priority. Following this, we will look at families where there are a limited number of devices and siblings sharing devices. We will use the Parent Mail survey completed by parents in December 2020 as our main source of information as well as our conversations with parents.

Families loaning devices must complete a device loan agreement.

If families are unable to access a device or devices are being shared by sibling etc. then paper packs can be collected from the school office. Packs from the previous week can be returned so that the teachers are able to monitor and assess the progress of the pupils who are not working online. However, this is not the preferred method for accessing remote education as children may not have access to our full provision (e.g. online videos, teacher recorded presentations etc.).

How will my child be taught remotely?

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

Some examples of our remote teaching approaches:

- recorded teaching (e.g. Oak National Academy lessons, BBC Bitesize, White Rose Maths lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Oxford Reading Buddies
- Ashley Booth Reading Scheme
- PE resources provided by Coop Academy Bebington and other sources.
- textbooks and reading books pupils have been sent home with (e.g. MNP textbooks for some pupils)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (e.g. Charanga, Primary Language Network, Times Table Rock Stars, Literacy Shed, Spelling Shed)
- long-term project work and/or internet research activities. Use of these will be limited as per the Government guidance but may form part of their topic themed work where this type of research would ordinarily be carried out if schools were open as usual.

How will the remote learning be organised?

Tasks will be scheduled by the teacher to upload onto Seesaw each morning.

The teacher will give a suggested timetable to help children and parents organise their day. However, families are free to organise their children's learning in a way which suits them.

There will be a short morning message from one of the year group teachers each morning to check in with the children.

Each day there will be:

- a maths task which will include a mixture of arithmetic and reasoning;
- a English task which will include a combination of reading, writing, spelling punctuation and grammar (although not all of these every day).

The teachers will then set a variety of other tasks per day, drawn from across the curriculum.

All of the learning set is designed to match the curriculum that your child would have accessed if they were in school. However, some adaptations may have to be made to ensure the activities are able to be completed remotely (e.g. PE, Music, Science etc.).

Where work is completed via Seesaw, the children should mark the work as completed. This enables the teacher to review it and give feedback.

Where work is completed on paper but the children have access to Seesaw, the children should take a photograph of their work and upload it to Seesaw. This means that the teacher is again able to review it and give feedback.

If the small number of cases where children have no access to Seesaw, paper packs should be returned weekly so that again, teachers are able to review the child's work and give feedback.

In the instance of a whole class, local or national closure, there will a weekly class Zoom meeting, lasting 20-30 minutes, where the teacher will host a class assembly and catch up with the children. Children who are not able to take part will receive a weekly telephone call from their teacher.

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 parents to:

- Support children in setting up their devices and accessing Seesaw;
- Support children in organising their daily timetables and creating good work routines;
- Monitor the work that their child is completing and support them in engaging with the activities set;
- Encourage children to attend the live Zoom sessions so they can interact with their peers;
- Contact the school to let us know if they require further support.

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

- Teachers are reviewing Seesaw throughout the day.
- Teachers will monitor which children are engaging with Seesaw over the course of each week. Where there is limited or no engagement, phone calls will be made home to see if there is any further assistance that we can provide and SLT will be informed.
- Where children are working on paper packs, parents are expected to return these on a weekly basis. If these are not returned, phone calls will be made to offer assistance and SLT informed.

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:

- All work will be reviewed by the teacher.
- Individual comments or voice notes will be left for the children.
- Where necessary, next steps will be given to children to help them to improve their work.
- Teachers will adapt planning for remote work if necessary e.g. if there is large number of children who have found the work challenging or have the same misconception
- House points and praise postcards will continue to be given to recognise good effort with remote learning.
- If a teacher had concerns regarding a child's work, they will contact their parents to discuss and offer further support.

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:

- Teachers, together with the school SENDCO, will look at the needs of each child with SEND individually and make the necessary reasonable adjustments.
- Depending on the level of need, this might include individualised work packs, differentiated work, voice notes to explain tasks etc.
- Engagement with the tasks will be reviewed regularly and teachers and/or the SENCO will be in regular contact with parents to ensure that these pupils continue to be well supported.

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?

In this instance, the school has introduced a tiered approach to the delivery of remote education in order to balance the need for pupils to be taught at school and in school.

If a peer group is asked to self-isolate:

- For the first day of absence, all year groups have 'grab packs' which will either be sent home with the children or can be accessed via the remote learning section on our school website. All children have been sent home with a lined and squared exercise book in which they can complete the work if they choose.
- These are updated regularly by the teaching staff so that they match the areas of the curriculum being taught in school.
- By the start of the second day of absence, all work will be available via the Seesaw platform and will match the learning being taught to the year group classes in school (with some subject adaptations as mentioned previously).
- The morning teacher message and weekly Zoom meeting will still take place.

For individuals having to self-isolate:

- If a child is having to self-isolate for a short period (e.g. waiting for a Covid-19 test result which then proves to be negative) they should access the year group grab packs or remote learning on the school website. All children have been sent home with a lined and squared exercise book in which they can complete the work if they choose.
- However, if this then turns into a longer self-isolate period (e.g. as a result of a positive Covid-19 test), the child's class teacher will set remote learning via Seesaw matching the learning being taught in school. This will be ready for the start of the next day after we are notified that it will be a longer period of self-isolation.
- In this circumstance, morning messages and weekly zoom meetings will not take place as the rest of the class are being taught in school. However the teacher will continue to view and mark the home learning produced and will be in contact with parents if further support is necessary.