

Poulner Junior School

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 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 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?

The children all have a Google Classroom log in and it will be through this platform that the children will receive directed learning for Maths, Reading and Writing. They will also be directed to some general learning tasks such as cooking, a form of exercise or a creative task. Children will be able to submit this learning on through Google Classroom or on paper.

The school will also be contacting all families to assess their needs and support requirements so that children are able to access online live learning.

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?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. This will include the children in school linking directly into live lessons taught to children who are based at home for Maths, English and reading and a proportion of foundation subjects. However, we have needed to make some adaptations in some subjects. For example, in PE and ICT children in school will be taught directly by the teacher and for those children at home then tasks that are more suitable for at home will be set, but where possible with the same learning objective.

For remote learners foundation subjects will be set the same learning tasks where applicable and will be supplemented further with enrichment suggestions such as cooking, nature tasks and time with their family learning a new skill together. For those children in school then foundation subjects will be taught by the teacher who is based within 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:

Key Stage 2	5 hours for all year groups This is broken down into 3 hours of live lessons from 9.45am until 12.45pm. Then a further 2 hours of directed foundation subject learning directed using the resources on Google Classroom and the school's suggested timetable. This does include at least two hours of physical exercise in the week and a variety of tasks that are based away from the computer screen.
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Accessing remote education

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

The school uses Google Classroom as the platform for setting and submitting learning. This is also the platform that enables teacher's to give direct feedback and mark the learning submitted. Live lessons are streamed using the Zoom platform. This platform is also used to facilitate wellbeing check ins and catch up lessons that are held either individually or in small groups.

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:

At the initial point of a lockdown the school will issue an online questionnaire to all parents to identify which families will require technical support. From this document the school will contact those families and will issue Chromebooks, laptops and i- pads that can be loaned to the child. Those families that are classed as vulnerable families will be offered places in school, however if they chose to work at home then these families will be given priority for loaned devices. The school has the capacity to loan 50 devices. On collection parents will need to sign a loan agreement, a copy is given to them and a copy is kept by the school. These devices will be on loan throughout the duration of any required length of time where remote learning is enforced.

Where parents require an internet connection then dongles will be purchased and loaned in order to support them. Parents should contact their provider and the school so that the most effective solution can be decided. Parents/carers can also find further information on the DfE Government website.

Through the initial online questionnaire parents will also be able to advise the school if they require printed materials. These may be required if a child and the family do not have online access and prefer a paper based learning approach and also for some families where the child finds it advantageous to work on paper to record their online learning. For some pupils a paper pack will enable them to access a very bespoke package of learning and this will have been agreed with the parent/carer.

Pupils can submit their learning in a number of ways, it will be up to the child as to how they do this. They can 'turn in' learning for marking using the Google Classroom facility, they can take a photo of their learning and submit through the Google Classroom facility or they hand in their paper based learning each Friday when collecting their following week's learning. This last option will have a slower turn around for the child as the learning will need to remain untouched for a period of 72 hours before being handled by the teacher.

How will my child be taught remotely?

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

We use a range of remote teaching approaches, these include:

- live teaching (online lessons)
- printed paper packs produced by teachers (e.g. worksheets and tasks bespoke to the learning)
- textbooks and reading books pupils have at home (Year 6 revision books)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences- White Rose maths clips, BBC learning sites and instructional pages directed specifically by the teacher.
- long-term project work and/or internet research activities (this will be a small amount and will be specific to the task set e.g Geography or History research).

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?

The expectations for pupils' engagement with remote education are that they should complete all of the core learning as a minimum. This includes the participation where possible in all live morning lessons and the completion of these directed tasks.

All children will be accounted for each day and this is cross referenced to children in school and those who are opting to work on paper pack only. This will be monitored closely and teachers will also be keeping track as to the quality and frequency of learning completed and submitted.

Your child will need to be dressed and ready to start the online lessons at 9.45am. Being ready includes having any additional paper and pencil ready to record jottings, be in a quiet, suitable learning space, with minimal disruptions. Parents/carers will need to check in with their child at each break and give any technical support if the child is struggling to log in or locate learning. Parents/carers are expected to monitor their child's behavior, use of the chat facilities and their behavior within the online lessons.

Parents/carers will need to support their child in working through the required afternoon learning, but also incorporating some flexibility into the afternoon so that their child has time away from the screen and can utilize the time with family at home.

If the child is attending school for part of the week then it is important that they are using the suggested home timetable, as this will ensure that the children do not miss out or double up on foundation subject learning.

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

Children's learning will be checked daily throughout the online live lessons and through the teaching assistant support for those children based within school. Learning will be marked at least twice a week, although the frequency is expected to be much more than this. If a child is submitting their learning via the paper packs then this will be marked the following week and then returned to the child when they collect the following weeks pack (a week turn around)

A register will be taken daily to ensure that children are accessing learning either through online live lessons, in class or through paper packs. Throughout online live lessons children will also be spoken to directly to check engagement and understanding. Where a teacher or member of SLT has a concern then the parent/carer will be contacted directly via the telephone to discuss and agree steps for improvement.

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:

Children's learning will be checked daily throughout the online live lessons and through the teaching assistant support for those children based within school. Learning will be marked at least twice a week, although the frequency is expected to be much more than this. If a child is submitting their learning via the paper packs then this will be marked the following week and then returned to the child when they collect the following weeks pack (a week turn around).

When marked, children may be asked to add further detail or make corrections. This can be facilitated and noted through Google Classroom.

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:

SEND families will be contacted directly to ascertain how they would like the school to support their child's learning. All children with an EHCP will be offered a place within school and we promote this option.

For children where they will need a bespoke learning plan then the school offers parents/carers two options:

The first is shorter bespoke online learning inputs, this includes phonic sessions and workshop groups that are suitable for their needs. If the child has a 1:1 then this adult is available to zoom and undertake 1:1 support (for this provision as adult must be available to support the child in the home at the computer)

The second option for parents/carers is a bespoke paper based learning pack and regular contact calls with the class teacher or a delegated adult linked to their child's 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?

For individual cases the school will provide a paper pack of the learning and directed tasks set up within the Google Classroom platform. Learning can be completed and submitted online or through photos and feedback will be given on a daily basis to the child.

The teacher will be available to talk through any learning with the child and the wellbeing team will also be aware of the child isolating and will check in if there is anything else that the family needs. For individual self-isolating the school will deliver resources directly to the child's house and will knock the door and move away to ensure that they keep a safe distance.

Where possible, the content of the learning will directly reflect the classroom learning, if this is not possible then alternatives will be suggested.

If the child becomes unwell during their period of isolation then they will not be expected to undertake learning. The school should be notified that their child is unwell, this can be done through phone call or email.