



Remote Learning at Hallbrook Primary School

Spring 2021

Background

Department for Education Summary of Expectations

When schools have to close during the current pandemic, whether partially or fully, the DfE expects schools to immediately be able to offer access to remote education to pupils who cannot attend, for example due to isolation or lockdown.

In developing their remote education, schools are expected to teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum.

When teaching pupils remotely, schools are expected to:

- select the online tools for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback
- set meaningful and ambitious work each day in an appropriate range of subjects
- provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum
 - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
 - Key Stage 2: 4 hours a day
- consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
 - providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
 - providing opportunities for interactivity, including questioning, eliciting and reflective discussion
 - providing scaffolded practice and opportunities to apply new knowledge
 - enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
 - using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
 - avoiding an over-reliance on long-term projects or internet research activities
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver an ambitious curriculum appropriate for their stage of development or level of need.

Our Remote Learning Plan

Families who do not have access to laptops or internet are asked to inform the school.

Remote Learning Plan: Individual Pupils or Small Groups Self-Isolating

Work Provision

- Remote Learning will be available within 24 hours of the school being informed that a pupil is self-isolating.
- Remote Learning will be accessed via Class Teams for children in Years 1 to 6 and via Tapestry and Class Dojo for children in Reception only.
- Pupils will be set four tasks a day which match the medium term planning for their year group – some of these tasks will be non-digital to allow for some screen free time. They will reflect the broad curriculum that pupils receive when at school.
- The work set will focus on the objectives that are being covered with the pupils in attendance at school to support self-isolating pupils with transitioning back into school.
- Class teachers will make use of additional resources such as, White Rose Maths Resources, MyMaths, TT Rockstars, Letters and Sounds, Phonics Play, Oxford Owl, Charanga, 'Oak National Academy' and 'BBC Bitesize' to provide pupils with activities and video supports for their learning.
- Where possible, teachers will set differentiated challenges in order to match individual pupils' confidence levels.
- Class teachers will indicate possible steps (which may include an indication of timings) that parents might take to support their child with their learning.

Feedback

- Class teachers will provide feedback on one piece of work daily which should be submitted on Class Teams (Tapestry for Reception only). The teacher will indicate the piece of work that the pupil should submit.
- Class teachers will call pupils who are self-isolating once a week, if they are needing to isolate for a week or more, to motivate and encourage them.
- The Year Group email will be used for parents to contact teachers with questions or concerns. Class teachers will endeavour to respond to questions or concerns during the same school day whenever possible.

Remote Learning Plan: Partial or Full School Closure

Work Provision

- Pupils will be set four tasks a day, which match the medium term planning for their year group – some of these tasks, will be non-digital to allow for some screen free time. They will reflect the broad curriculum that pupils receive when at school.
- Remote Learning will be accessed via Class Teams (Tapestry and Class Dojo for Reception pupils only).
- Class teachers will plan a daily 'check-in' via Class Teams to meet with the whole class. These short sessions will be used to give overviews of learning, or to feedback from learning, share a story or show and tell.
- Class teachers will provide other pre-recorded support for lesson introductions, which may be created by the class teacher or from one of the resources listed below.
- Class teachers will make use of White Rose Maths Resources, MyMaths, TT Rockstars, Letters and Sounds, Phonics Play, Oxford Owl, Charanga, 'Oak National Academy' and 'BBC Bitesize' to provide pupils with activities and video support for their learning.
- Where possible, teachers will set differentiated challenges to provide access to different work depending on children's confidence levels.
- Class teachers will indicate possible steps (which may include an indication of timings) that parents might take to support their child with their learning.

Feedback

- Class teachers will provide detailed feedback on one piece of work daily which should be submitted directly via Class Teams/Tapestry. The teacher will indicate the piece of work that the pupil should submit. Other pieces of work may be submitted as desired and timely feedback will be provided.
- The year group email will be used for parents to contact teachers with questions or concerns. Class teachers will check and respond to emails daily.

Attendance and Completion of Remote Learning

- Remote Learning is compulsory. Pupils are expected to log into the Class Teams check-in session every day as well as on to the Class Teams assignments, and to submit the work indicated by the class teacher.
- Teachers will contact parents directly where there is a concern that pupils are not accessing remote learning.
- If a pupil is unwell and unable to complete any learning on a particular day while self-isolating, parents must report their child's absence via the school office (admin@hallbrook.leics.sch.uk or 01455 285693) by 9:30am so that their child is recorded as 'absent from learning' and the class teacher will not expect a piece of work submitted on that day.
- We have asked all families to contact the school office if they are unable to access online learning and the school will look at what support it can provide.

Further Information for Parents

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

Full Remote Learning will be provided within 24 hours of the school being notified of a pupil's need to self-isolate.

There are activities available for access immediately via TT Rockstars, 'MyMaths' and homework tasks on the website.

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 Learning will follow broadly the same curriculum as we teach in school at Hallbrook, however, some units or objectives may be reordered if these need to be taught during face to face lessons.

Assemblies will be offered twice a week either as pre-recorded sessions or 'live'.

Where there is a full school closure, some online PE sessions will be offered during the week too.

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

Pupils will be set 4 activities daily – some of these will be designed to be completed in a non-digital form to reduce screen time.

Class teachers will indicate the amount of time that should be spent on each activity. They will also give an indication of what they are looking for, e.g. I am looking for a rhyming poem with at least 6 lines and 3 rhyming pairs.

KS1 activities should provide 3 hours of learning daily and KS2 activities should provide 4 hours of learning daily.

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

All Remote Learning is set using Class Teams (children in Reception will continue to use Tapestry and Class Dojo).

Live 'check-in' sessions are via Class Teams.

We also use 'MyMaths', 'White Rose' Oak Academy and BBC Bitesize to support learning.

If my child does not have digital or online access at home, how will you support them to access remote education?

The school has been allocated a small number of laptops which can be loaned to families to support Remote Learning.

We are also able to support with internet access where this is needed.

For some families printed packs of work may be the most appropriate way to access the learning.

How will my child be taught remotely?

Pupils have a daily 'live' interaction with their class teacher via Class Teams.

These are check-in sessions which may give an overview of learning, or a summary of feedback, or be used for a story or show and tell time.

For the activities each day, pupils will be provided with pre-recorded videos (made by the teacher or from other sources), PowerPoint slides, websites or other resources to support their learning.

Pupils' work can be submitted directly on Class Teams/Tapestry.

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

Every class will have one piece of work daily to submit for detailed feedback. An example of this can be seen here:

"Well done Holly, great adjectives to describe your character – I like shimmering and gigantic. Neat handwriting too.

Next time, capital letters to start each sentence."

Other pieces of submitted work will have a lighter feedback to acknowledge the pupil's work. An example of this can be seen here:

"Excellent research."

Some activities set will give instant feedback to the pupil, such as, Quizzes, 'MyMaths' and 'TT Rockstars'.

Sometimes whole class feedback for an activity will be given during a 'check-in' time.

How will you work with me to help my child who needs additional support from adults at home to access remote education?

The school will work with families who find that they need additional support. This may involve additional contact with the SENCO, adaptations to the resources or activities, or provision of work packs for use at home.

The school will work with families individually to work out which types of support will work best for them depending on their individual circumstances.

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Children are expected to attend the daily 'check-in' session and must submit the piece of work that their teacher has indicated will have detailed feedback daily too.

Other tasks will be acknowledged and given a lighter piece of feedback.

Not every activity will require work to be submitted.

Pupils will need some support to complete their learning, but even our youngest pupils should be encouraged to complete some of their activity independently.

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

The class teacher will take a register at the start of each 'check-in' session and non-attendance will be followed up with a phone call to discuss if there is anything that school can do to enable the child to be present the following day.

Work being submitted will also be checked throughout the week and again families will be contacted if work is not being submitted to discuss how the school may support in this.

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

When individual pupils are self-isolating (not a whole class), they will not receive the 'check-in' sessions daily or have access to assemblies.

They will continue to access 4 daily activities via Class Teams and will receive daily feedback from their teacher.

Class teachers can also be contacted via the Year Group email.