



Remote Education Information for Parents

Bernards Heath Junior School

January 2021

Information for parents about our remote education

Our intent is 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
- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- 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 a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs.

Our intent is to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:
 - Junior: 4 hours a day, on average, across the school cohort
- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos
- have systems for checking, daily, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern
- gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

The remote curriculum: what is taught to pupils at home

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

If your child needs to isolate, please inform the school straightaway. The teacher will be informed and they will post work for your child ready for the next school day.

Please note, as we already use Google Classrooms for our homework, there will already be homework, tables, spelling lists on the site that your child can get on with. On the school website there are plenty of links to learning sites which can be accessed whilst waiting. The BBC is also providing programmes for children to watch to support 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?

This would depend on the type and duration of Lockdown. If there is a full national lockdown, and the majority of children are at home, with only Key Worker and Vulnerable children in school, then the learning posted on Google Classrooms will be exactly the same as for those in school.

If your child is accessing remote education at home due to having to isolate, the learning posted may differ from the learning in their class. This is because it is dependent on what stage during the week's learning sequence the child is absent from. It may not be possible to replicate remotely exactly what is being taught in the classroom, but relevant and topic appropriate resources, such as Oak Academy and White Rose, will be used. These resources will be selected to ensure that they cover the same topics and stage of the learning sequence, to that being taught in the classroom.

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; Junior children, age 7 to 11	4 hours a day equivalent This is set by the DfE
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Accessing remote education

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

Google Classroom provides the school with the platform to deliver a wide variety of curriculum resources in a cohesive form for the children to access independently or with some adult input at home.

Our curriculum incorporates pre-recorded lessons, pre-recorded assemblies, pre-recorded daily guides and live sessions with the class teacher in small groups at least weekly.

Our dedicated SEND teacher provides tailored work for our SEND pupils whilst both class teachers and an Assistant Head monitor the engagement and well-being of other vulnerable children who may not be at school.

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 BHJS we are aware that there are many different home environments amongst our children who come from a wide range of social backgrounds.

We have made ourselves aware of those children who have no device at home and the school and its community have worked throughout Lockdown 2020 and to the present Lockdown 2021 to ensure that all children are able to access Remote Learning.

Where there are more complex issues the school has delivered weekly packs of paper based activities for the children linked to the learning being undertaken with peers.

We have ensured that all of those families who need a device to access remote education at home have been provided with a laptop.

How will my child be taught remotely?

A suggested weekly timetable is published to the parents and children.

Lessons have clear learning objectives with a suitable amount of video input from the pre-recorded teaching.

Class teachers video blog their class daily with a pre-recorded message outlining the daily learning schedule, this is also a good time to address any expectations unique to individual lessons.

Pupils and Parents/Carers are aware that the school will be providing 4hrs of learning materials each day.

Pupils and Parents are aware of how to submit learning electronically and we are able to accept and mark work that has been submitted in PDF, electronic or photographic file formats.

There are daily Maths and English lessons that are accompanied by a sequenced teaching video followed by a daily set task. Each time-table then has a weekly Science activity, Geography or History, PE, Art, French, Music, RE, multiplication tables, Reading and PSHE activities.

We have timetabled a minimum 4 hours daily.

The school uses our own school plans, Oak Academy, White Rose, BBC, and Times-Table Rockstars to supply the children with a curriculum that is similar but adapted to the one that would have been supplied in the school setting. Access to all sites is contained within the learning schedule set by teachers for each day.

Our approach to Remote Learning has been made after careful consideration of government guidelines, where research has shown that live lessons are not the most successful way for children to learn.

It has been found that filmed modelling and planned sequential learning, which can be accessed by children parents at a convenient time for them, as well as providing opportunity for this to be replayed, has a greater impact.

This is especially the case, when there is more than one child in a family and, consequently, limited access to a device.

Therefore, we will endeavour to provide videos to support the learning where possible, especially when this is new learning. We will utilise different recommended resources such as Oak Academy, White Rose and others, to deliver these.

Our curriculum incorporates pre-recorded lessons, pre-recorded assemblies, pre-recorded daily guides and live interactions with the class teacher in groups at least weekly.

The Headteacher and an Assistant Headteacher pre-record a Monday, Wednesday and a Friday Celebration Assembly. This is a continuation of what would have happened in school and thus is essential in maintaining what was a very strong sense of community within the school.

There is an interactive singing assembly posted on Tuesday by the music teacher.

Weekly meets are arranged for the children to meet in small groups to speak to each other and with their class teacher live. All children are invited to these including the children who are present in school.

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?

Children in receipt of remote education are expected to complete all tasks to the best of their ability and return work to the class teacher who will be monitoring the children's responses. It is imperative the work is completed so that your child is not impacted any more than they need to be by Covid-related absence.

Teachers will closely monitor children's responses and engagement, parents should contact the school if their children are having difficulties accessing tasks and support will be provided.

Class teachers address their class daily with a pre-recorded message outlining the daily learning schedule, this is also a good time to address any expectations unique to individual lessons.

Pupils and Parents/Carers are aware that the school will be providing 4hrs of learning materials each day.

Pupils and Parents are aware of how to submit learning electronically and we are able to accept and mark work that has been submitted in PDF, electronic or photographic file formats.

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

Through the use of Google Classroom teachers are able to immediately see those children who have not engaged in their work.

Parents are then contacted and teachers will offer support and guidance to overcome any barriers.

Google Classroom has been set up so that staff can immediately see those children who are disengaged from Remote Education. The daily video blog, the whole school assemblies where children's work is celebrated and encouraged, the weekly Video Meets, along with phone-calls, helps to re-engage these children.

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:

Many different forms of feedback are given over the course of the week, these are wholly dependent on the task set.

Some work will have individualised electronic comments made and these sent back to the children. Whole class feedback is given in the daily video blog made by the class teacher. Individual questions are answered via Google Classroom whilst the children are able to voice any questions in the weekly small group meet with the class teacher.

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:

We are in continual communication with SEND, disadvantaged and vulnerable children.

We have ensured these children have the necessary electronic devices to access remote learning.

We also ensure that where necessary these children are given differentiated work packs each week that include guidance and teaching advice for the parents/carers.

Our dedicated SEND teacher provides tailored work for our SEND pupils whilst both class teachers and an Assistant Head monitor the engagement and well-being of other vulnerable children who may not be at school.

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?

If your child is accessing remote education at home due to having to isolate, the learning posted may differ from the learning in their class. This is because it is dependent on what stage during the week's learning sequence the child is absent from. It may not be possible to replicate remotely exactly what is being taught in the classroom, but relevant and topic appropriate resources, such as Oak Academy and White Rose, will be used. These resources will be selected to ensure that they cover the same topics and stage of the learning sequence, to that being taught in the classroom.