

STEEL CITY SCHOOLS PARTNERSHIP



Steel City
Schools Partnership

Remote Education Strategy Bankwood Primary

This document is to share relevant information with pupils and parents or carers about how we will provide remote education

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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 restrictions require entire cohorts (or bubbles) to remain at home. This guidance will also be relevant in the case of a local or national lockdown where schools are instructed to close to all but key workers and vulnerable children.

Other scenarios that may lead to the provision of remote education include:

- occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government
- occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with an infectious illness.

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?

To begin support, children and families will be signposted to access activities on our school website <http://bankwoodprimary.co.uk/home-learning/> (this can also be found by visiting the website and accessing 'Our Curriculum' tab and 'Remote Learning'). The websites listed here have been selected to support your child in developing and practising their basic skills.

All children and families in school will have a Class Dojo login. On the first day of children being sent home school staff will communicate with the children and parents to ensure they are confident with using the platform as well as to outline the plan for remote learning for all children. Links to remote learning materials and online platforms used by school will be sent via Class Dojo. Children will be expected to engage with these materials from the first day of being sent home.

Families will also be notified about who their point of contact (for remote learning purposes) will be whilst they are at home.

On the second day of children being sent home the comprehensive remote learning strategy outlined within this document will begin. This means that children will begin receiving their learning on Class Dojo throughout the hours of the school day.

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 including both coverage and content. However, we have needed to make some adaptations in some subjects. For example, subjects such as Design Technology are very difficult for us to teach remotely and so some of these subjects may be taught in a different way or may have a more theoretical approach if necessary. As a school we may also change the order in which we cover certain subjects to enable us to cover appropriate aspects 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	<p>Children in Foundation stage and KS1 will be given a minimum of 3 hours of remote learning to complete each day. Children in KS2 will be given a minimum of 4 hours of remote learning to complete each day.</p> <p>In Foundation Stage a large proportion of this will be play based activities which mirror those activities that children would be accessing within school.</p> <p>Learning will be set between the hours of 9am and 3pm. Dependent on pace of learning, this may take some children much longer than 3 hours. We do not expect any child to be completing any more than 4.5 hours of remote learning each day as we understand that expecting young children to work from a screen for extended periods of time is not conducive to concentration, quality of learning and positive wellbeing.</p> <p>There is no expectation of when learning is completed within the day as we understand that families may need to adapt their routine to suit their individual circumstances.</p>
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Example daily timetable – Foundation stage	Phonics – 30 mins Story – 20 mins Directed play-based activity – 30 mins Literacy – 30 mins Maths – 30 mins Understanding the World – 20 mins Story – 20 mins
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Example daily timetable – KS1	Assembly – 15 mins Phonics – 30 mins English – 30-45 mins Maths – 30-45 mins Mindfulness – 10 mins Wider curriculum – 1 hour Spelling – 10 mins Story – 10 mins
Example daily timetable – KS2	Assembly – 15 mins Daily Practice - 15 mins Maths – 1 hour English - 1hour Reading - 30 mins Wider curriculum subjects - 1 hour Spelling - 15 mins Story – 10 mins

Accessing remote education

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

Our main method of communication and remote learning is through Class Dojo. All families are set up with a Class Dojo account when they join the school.

As a school we also use a number of other online platforms for certain subjects. As necessary, children are given the log in details for these platforms when they start at Bankwood Primary. These login details can also be requested via the school office.

The online platforms we use for remote learning include:

- Oak National Academy

- Charanga for music
- Times Table Rockstars in maths
- White Rose Maths for maths
- Numbots for maths
- Oxford Owl for reading
- Teach your monster to read for reading
- KAPOW for wider curriculum

We also use a range of recognised educational websites to support and enhance our remote learning offer.

We recognise the importance of keeping children safe whilst working online whether within school or remotely. For more information on the measures we take to ensure that children and staff are kept safe while partaking in remote education please see our 'Safeguarding: Remote Learning' document.

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:

Wherever possible we encourage children to access their home learning digitally as the quality of what we can provide digitally is much higher than a paper pack.

However, we do recognise that not all families will have access to equipment or internet to allow them to access the online learning or digital platforms.

Within school we have a number of laptops and Chrome books which are available for families to borrow. A request for a device should be made to the school office who will be able to support you in completing a lending agreement. The device will be loaned for a fixed amount of time for the sole purpose of supporting children to access our remote learning offer.

If you do not have Internet access and are in need of printed materials, again please contact the school office and a collection or delivery slot will be arranged for you. Any printed or written learning can be submitted via photograph to Class Dojo or alternatively you can contact the school office to arrange a slot to drop the learning back in to school.

How will my child be taught remotely?

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

Recorded teaching

Teachers use Class Dojo to send home recordings of taught lessons for the children to access. Children can pause these recordings in order to respond to the teaching or to

complete tasks linked to the lessons.

For some lessons teachers may choose to send home a pre-recorded taught session from Oak National Academy, White Rose or Read, Write Inc. Again, we encourage children to watch these sessions and pause the videos in order to respond to tasks set or questions asked.

Printed paper packs

If families do not have access to a printer and would prefer to access learning through printed paper packs, these can be requested from school staff. Alongside these paper packs we still encourage children to access the recorded teaching as detailed above.

Commercially available websites supporting the teaching of specific subjects or areas

As detailed previously we use a range of online platforms to support with remote learning (see above). As well as this, teachers will often direct children to other commercially available websites to support them with their remote learning. Again these links are sent out using Class Dojo.

Some examples of commonly used websites include:

- <https://www.bbc.co.uk/bitesize>
- <https://www.phonicsplay.co.uk/>
- <https://whiterosemaths.com>

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?

As a school we expect all children to engage with the minimum requirements set out above. This includes logging on to Class Dojo, completing the activities provided, engaging with recorded lessons and submitting comments or learning activities back to the teacher.

Children within Key Stage 2 should be able to engage with and complete most of their learning independently, however they may need support with staying engaged with a task or the technical elements of accessing their learning.

Further down school children will need some support to access their learning and may need support with completing some tasks. Class teachers and support staff will be on hand to help with any queries, however it is probable that children will need support with the technical element of asking their teacher for help.

Within Foundation stage much of the remote learning is built around learning through

play or exploration and so children will need support, encouragement and engagement with their parent/carer in these activities.

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

Engagement with remote learning will be monitored on a daily basis by the teacher setting the learning.

If a child has not engaged with any remote learning over the course of a week, a member of staff will make telephone contact with the parent to explore what the barriers may be to the child engaging with their learning. At this stage school staff will look to support with removing these barriers if possible.

This could include:

- More frequent contact with staff in school
- Additional support from SENDCo if appropriate
- Loan of equipment including classroom equipment or digital equipment
- More personalised learning
- Pastoral support/check ins as appropriate

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 learning that is submitted on Class Dojo will be reviewed by the teacher setting the learning and all learning will receive some form of feedback. On a daily basis this may be a recognition of submission or a positive comment around effort. At least weekly the feedback will be more detailed regarding what the child has done well and what could be improved.

If the child has submitted their learning using their Class Dojo portfolio the feedback will be given as a comment under their submission. We encourage children to then respond to this feedback by commenting back. If the submission is paper based the feedback will be given as a written comment on their paper submission. Again, we encourage children to respond to the feedback by correcting or extending the learning in line with the feedback given.

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:

Children who have additional needs are given a bespoke remote curriculum that matches that which they would get in school. This is based on their ability level and their level of understanding. Tasks may be simplified or have a more detailed explanation, or children may be given a completely different learning experience and task to complete.

If families are still struggling with the remote learning being set for their child they should contact the SENDCo or a member of the school leadership team to discuss this. School staff will then discuss this with the family and look at how barriers can be removed. This may be by:

- Reviewing the remote curriculum on offer to the child
- Reducing expectations of time spent on remote learning
- Loan of equipment to support the child in accessing remote learning
- Signposting families to online resources that may be more appropriate to their child's needs
- Advice and involvement from external services

For children in Foundation stage and Y1 the remote learning offer has an emphasis on a play-based curriculum. Children are still sent video-recorded input sessions as well as many ideas and prompts for play. This is in line with our curriculum in school. We encourage families to get involved in these activities with their children wherever possible however we are aware that this is not always possible and again if families are struggling with this we encourage them to contact school staff so that we can work with them to support.

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?

Children who are self-isolating whilst their peers are in school are still provided with a full curriculum experience. Wherever possible this is in line with the curriculum that is delivered in school. There may be some lessons that cannot be delivered remotely (e.g. practical DT) in which case an alternative learning activity in line with the year group curriculum will be provided.

Children will still receive video recorded lessons however these are more likely to be from other sources rather than a recording of their class teachers e.g. Oak National Academy. Class teachers will acknowledge any learning being sent in and will send a daily message to children accessing remote learning however this will most likely be outside the hours of 9am and 3pm due to the possibility of the teacher delivering face to face teaching in school.