Remote Education Provision: September 2021

The remote learning curriculum:

Our Aim:

To ensure that every child at Harper Bell receives a remote learning education that is aligned as close as possible to the typical in-school curriculum that we believe in. We want our online curriculum to not only provide an effective provision that meets the expectations of all, but also a curriculum that continues to represents Harper Bell's Christian ethos, curriculum drivers and values of love, learning and laughter. Just because we are unable to physically be in the classroom does not mean that we have to lose the very core of what it means to be a part of the Harper Bell Seventh-Day Adventist family. Our remote learning provision will be one that continues to develop our pedagogy for learning and is inclusive to each and every child in our school no matter the limitations. We want to work in union with our teachers, children and parents to ensure that every pupil is given an effective, holistic curriculum that caters for their well-being, social development and academic progress.

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 the following number of hours each day:

EYFS	**2 hours- 3 hours** this time includes: video lessons from our teachers, live lesson links, practical activities, physical activities, non-computer based play activity suggestions, phonics activities as well as tasks set on online platforms.
Key Stage 1	**3 hours** – this time includes: video lessons from our teachers, recorded lesson links, practical activities, physical activities, daily reading, phonics and times tables activities as well as tasks set on online platforms. This will often be taught in smaller groups to support as many children as possible.
Key Stage 2	**4 hours** this time includes: live video lessons from our teachers, recorded lesson links, practical independent activities, physical activities, daily reading and math activities as well as tasks set on online platforms. This should be spaced out to suit to provide children with some breaks away from screen.

If children are unable to complete the learning tasks they are set, then they (or parents/carers on their behalf) should discuss this with the class teacher by contacting the teacher via the Year Group email address (y4@hbsda.bham.sch.uk) . This includes all technological issues, username and password requests important information about the development of the remote learning curriculum.

We understand that children may not be able to complete all of the learning set for the day every day and teachers will use their discretion when monitoring learning and if necessary have conversations with the child and their parents to offer help and support.

Pupils who are unwell are not required to complete learning but parents must notify school of the illness.

Accessing remote education

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

Children will access this via **<u>Google Classrooms.</u>** There will be links to the learning uploaded each day and a **<u>Google Meet</u>** virtual classroom. Children are expected to sign into the platform every morning before assembly at 09.00.

Children will then be given access to their class and/or target group teaching where they will receive daily lessons from 9.30 until 12.30. In the afternoons, children are then expected to complete any work set by their teachers and work independently on various platforms.

Each child will have a unique log in (Google Account) and password.

We set learning using the following platforms:

- **Google Classrooms**: children complete tasks, feedback to children and monitor progress each lesson as if in the classroom. Children to receive daily lessons of core subjects Monday-Thursday and wider curriculum areas on Friday.

- **Times Tables Rock Stars**: children complete tasks and monitor progress

- **Bug Club:** children complete tasks, teachers allocate texts that are appropriate to your child's level. Some texts can be independent comprehension.

- **Maths Whizz:** children complete tasks independently, and teachers monitor progress weekly. The platform is designed to target the individual pupil's areas for improvement in mathematics and teach them through a variety of activities.

- **Purple Mash:** children can complete a variety of different independent activities that correlate with the whole curriculum and develop computing skills.

- Children can also email completed work to their teachers.

- We may also provide links for National Oak Academy and other sites (e.g. BBC Bitesize) to supplement learning

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:

- Loan of a school device or laptop – parents can contact school for more information on whether they are applicable. Parents and Carers will be expected to sign up to acceptable use agreements and a loan agreement. We have only been allocated a limited amount of devices and will be prioritising households who do not have a device at all.

- Monitoring software is installed on loan devices and they should only be used by the child they have been allocated to

- We have a limited number of SIM cards available to parents if they do not have access to data. The school can also support with data boosts available via the government portal

- Paper learning packs and additional home learning packs have been provided if required. These can be collected from school or delivered direct where necessary.

How will my child be taught remotely?

- Live daily Lessons and activities will be part of a well sequenced curriculum and make use of a variety of appropriate presentations, worksheets, videos and other carefully selected resources

- Teaching assistants will help to resolve any barriers to accessing learning.

- Through phone calls and emails class teachers to provide learning, feedback, share stories, answer questions and check on wellbeing

- Pre-recorded teaching (e.g. Oak National Academy lessons, BBC Learning, White Rose Maths or video/audio recordings made by teachers) or live lessons

- Printed paper packs produced by teachers

- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (e.g. BBC Bitesize)

- Medium-term project work and/or internet research activities

Remote learning provisions will be suitable for the age/ ability and needs of the child and school will be flexible in their approach to supporting pupils.

Remote Learning: Online Learning Platforms

The school subscribes to a number of online learning resources which can be accessed at home. It is essential that children and parents have access to the relevant login details during Lockdown. The login details will be sent home inside the 'remote learning pack' and via email.

Login details that should be included are:

Google Classroom

Math Whizz

Bug Club (reading)

Purple Mash (a variety of different subjects)

Expectations

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

We recognise that remote learning is a challenge for everyone and therefore ask for your support at home with your child's learning. However, to ensure that no learning time is lost and your child continues to make progress we ask that you support us with the following:

- Keeping a good home routine for bedtime and getting up in the morning,

- Get your child up, dressed appropriately and ready for school by 9am.

- Support your child to follow their timetable. For younger children, parents may need to support them to log in to live lessons at the correct time.

- Speak to a member of staff by contacting school if you feel that the learning needs adapting or changing for your child or you are having trouble accessing anything. Please refrain from commenting to the teacher during the lesson.

- Ensure you communicate with teachers via email or phone call if there are any problems that have arisen whilst trying to support children at home.

- Remind your child about expectations when in live lessons- keeping their camera on at all times, muting themselves unless asked otherwise and only using the comment tab when asked to do so by the teacher.

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

- Teachers will be making daily checks on attendance of children via the website login and will contact any children who have not attended

- Work submitted on assignments will be provided with feedback where appropriate

- Online learning websites will be checked weekly where these have been provided as part of the learning

- Phone calls to children without access to devices to ensure that they are accessing the paper based tasks they have been set.

- Where we are concerned about a child's lack of completion of work we may make phone calls home to offer help and support to parents.

- If there are any safeguarding concerns raised, this is then reported to a Designated Safeguarding Lead and a home visit to the family may be completed.

- Where children have been identified not accessing remote education despite having a device and internet available to them the school will consider arranging for the child to attend school under the vulnerable child not accessing education category.

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

Feedback can take many forms and may not always mean 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:

Feedback on learning can take many forms and may not always involve written comments. For example, whole class feedback during a live lesson or online quizzes   with

a score are also valid and effective methods of assessment. Our approach to feedback on work will vary depending on the amount of work set but will include the following:

- Google Classrooms assignments will be electronically marked and feedback provided to the child
- Teachers may choose to set online quizzes which are marked automatically
- Work submitted via email will be returned to children individually with comment
- Where remote education is utilised for a sustained period of time such as a term, staff will endeavour to provide feedback to parents/carers via a telephone call home or a progress check report.
- Where there are concerns that a child's learning is not reflective of their ability, the parent/carer may receive a call or email from the school office requesting a remote meeting with their child's class teacher.
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- The school's whole-class feedback assessment policy will continue to be im-plemented in every lesson where possible.

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 offer regular contact from SENDCo for pupils with EHCPs to discuss remote learning and to offer support
- Children with SEND are encouraged to use Bug Club for phonics and FlashAcademy. Please ask class teacher for logon if required.
- SENDCo signposts parents to local support services and makes use of the school website and newsletter to promote online events for parents and carers of children with SEND
- Offer of access to a school based learning provision for pupils with an EHCP or pupils deemed to be vulnerable
- Personalised learning tasks for pupils with a SEND/barrier to learning set where needed
- Parents are encouraged to contact the SENDCo via their child's class teacher to discuss any learning concerns
- We are happy to support by offering of practical resources to support learning for pupils with SEND where possible

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