

# Brookland Junior 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?

In the first instance of remote education, parents can go to the school website to access some work for their child for their Year Group. Over this day, your child's class teacher will contact you on Class Dojo to specify a more bespoke provision and timetable going forwards using our school platform, apps and resources. If you do not have access to technology the school will loan out resources as soon as possible (usually in a day or two).

## 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?

At Brookland Junior:

- We teach the same curriculum remotely as we do in school, covering the same learning objectives. The means of delivery may differ to what you would expect in the classroom (e.g. Mymaths, BBC bitesize etc).
- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, (PE or music where the resources required are unlikely to present in the home)
- You will receive a suggested daily/weekly timetable of work for your child to cover over each day.

## 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	3 to 4 hours. This will be adapted and tailored to the needs of the child (age, ability, educational needs etc)
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## Accessing remote education

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

At Brookland Junior we use a combination of the following school approved platforms and apps. Pupils are familiar and use to these platforms in school.

Microsoft Teams; O365; Class Dojo; MyMaths; TTRockstars; Edshed as well as external providers (e.g. BBC Bitesize).

### 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:

Staff at Brookland work hard to identify the technology needs of pupils in their class in order to be ready to provide in remote learning situations.

- Laptops or tablets are available to pupils if required. Please contact the school office or school technician to arrange delivery or collection.
- If you need assistance with internet connection (e.g. routers or dongles). Please contact the school office or school technician.
- Printed materials are available from your class teacher via the school office by request.
- Pupils can submit work to their teachers by delivery or collection if they do not have online access

## How will my child be taught remotely?

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

Brookland Junior School uses a range of platforms and devices to provide remote learning. School platforms used for remote learning may include a combination from: Microsoft Teams, O365, Class Dojo, MyMaths, TTRockstars, Edshed as well as external providers (e.g. BBC Bitesize).

Remote learning may be implemented in different ways depending on the circumstances and the needs of the child. This could include a combination of learning from: set work in advance using a range of school platforms/external providers, delivered live lessons by video conferencing with whole class, 1-1 live lessons video conferencing with a teaching assistant, using peer support in class for live lessons.

Class teachers and year groups will decide on provision with support the senior leadership team.

Should video conferencing lessons be planned as part of provision, all pupils are expected to adhere to the Acceptable Use Policy.

The school will provide remote learning based on the resources available to the school at the time and provision may be limited due to circumstance (e.g. staff sickness).

- live teaching (online lessons via Teams). This could be 1-1 with a teacher/teaching assistant; part of a whole class delivery; peer support
- Independent set work on school approved platforms (MyMaths, TTRockstas, EdShed)
- Independent set work on Class Dojo or Teams
- recorded teaching (e.g. National Academy lessons, BBC Bitesize, video/audio recordings made by teachers e.g. Loom)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

## 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?

All pupils should sign the AUP and adhere to this throughout remote learning

- 1) **Recording Staff & Pupils:** The recording of still images, filmed images or audio of staff or other pupils without permission, and the distribution of such images, is strictly forbidden.' Staff will record sessions in order to safeguard themselves by signing this AUP you agree to allow you pupils sessions on video conference calls to be recorded.
- 2) **Chat:** Making inappropriate, offensive or unkind comments, including through emojis and/or images, will not be tolerated.
- 3) **Sharing of images:** Any visual or audio file shared with others must be appropriate to the learning task. No images or recording of other teachers or children should be shared without permission on other platforms.
- 4) **Interference with work:** Pupils must not interfere with another pupil's work without their permission, whether it is work submitted on a platform or shared work in a collaboration space (such as in OneNote).
- 5) **Collaborative working:** There is an expectation that pupils will engage in online collaborative work when requested by their teacher, work in a respectful and helpful manner, following instructions carefully. The teacher will decide if mics and videos should be disconnected and when to reconnect in collaborative live lessons.
- 6) **Academic Honesty:** When submitting academic work, students must adhere to the usual standards of academic honesty and avoid copying off the internet and submitting this as their own work.
- 7) **Completing work:** Pupils are expected to take reasonable steps to complete learning tasks in the time-scales set by teachers so as to maintain progress in their studies. Let you teacher know if you cannot complete a piece of work.
- 8) **Appropriate Learning Environment:** It is expected that pupils will engage in lessons in a manner as similar to regular classroom learning. This includes: not lying in bed; making sure no music is on in the room; mobile phones are not to be used during the lesson unless directed by the teacher, nor are other functions on computers; pupils should have all their equipment ready before the lesson.
- 9) **General Behaviour:** Behaviour when working as part of an online lesson should be as expected in normal classroom learning: quietly attentive; prepared to ask and answer academic questions; attempt learning tasks, whatever the challenge; engage respectfully with others when collaborating.
- 10) **Sanctions:** Pupils who do not adhere to the above expectations may be removed from the online lesson and will be referred to the school computing leader, head of year or member of SLT to take appropriate action. The school's behaviour sanctions may be enforced: golden minutes/reflection room. Parents may be informed and my access to Microsoft Teams may be removed.
- 11) **Access:** the school appreciates that there may be instances when pupils may have limited access to the internet or to online devices. In these instances, allowances will be made regarding attendance of live streaming learning activities. Support for accessing these technologies are available through the school.

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

In this section, please set out briefly:

- Check in with pupils will happen daily or weekly depending on the circumstances
- Regular communication with the family will be maintained via Class Dojo/
- Regular communication may be more independent in the upper school and completed with the pupil over Teams.
- Attendance on Live Lessons will be followed up by the class teacher and welfare department.
- Where engagement is a concern, parents and carers will be contacted immediately to discuss the best way forward

## **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:

In this section, please set out briefly:

Feedback of pupils work will be given to the pupil via a mix of options depending on the provision. This could include:

- Feedback via Teams (assignments)
- Feedback via Class Dojo
- Automated feedback via school apps (e.g MyMaths, EdShed, TT Rockstars)
- Verbal feedback via Live Lessons
- Peer assessment via Microsoft Teams or 0365

## **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 work in partnership with our SEND families to help them partake in remote learning.

Through regular open discussion and contact between the school and family Brookland aims to provide a bespoke provision. The class teacher and/or teaching assistant will help to ensure provision is manageable and possible for families and pupils.

Where a more in depth conversation about remote learning provision is needed out school SENCO will be able to provide advice.

## **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?**

Where one child is due to isolate the school will set provision as outlined in ***How will my child be taught remotely?*** section.

Curriculum coverage will follow that which a child can roughly expect in school, however, the delivery may be different in order to be effective in a home environment.

Live lessons will be only be possible if year groups have the staffing available to make this type of provision possible. Live lessons, should they be provided, may be taught by teaching assistants, as part of the class in school teaching or through peer support.

Joining a class lesson in school remotely will depend on the type of lesson being delivered in school. Please note that, background noise, distance from the mic and the demands of whole class teaching often makes this style of live lesson less effective.