Burlington Junior School

Remote Education during National Restrictions

Information for Parents

January 2021

This document shares information about how Burlington Junior School will provide remote education when we are a period of local or national lockdown.

In other circumstances, our contingency plan for blended and remote learning, should our pupils need to access this due to having to self-isolate, can be found on the following website under the heading 'Our Tiered Approach to Blended Learning'.

https://www.burlingtonj.kingston.sch.uk/page/?title=Remote+Learning+%26amp%3B+Google+Classroom&pid=129

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.

For details of what to expect where individual pupils are self-isolating but the school is open as normal, please see the final section of this document.

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?

During the first day of remote learning, following an announcement of lockdown or a whole class bubble closure, pupils will be assigned a task to complete in English, maths and a wider curriculum subject (for example science or history). This may involve completing a task on paper rather than online. Work will be assigned via Google Classroom.

Depending on the timing of the announcement of lockdown or class bubble closure, it may take up to two days to provide pre-recorded videos created by school staff and live sessions. These will be provided by day 3 at the latest; however, where possible, they will start sooner. Pupils may be referred to commercially available websites such as Mathletics, TTRockstars, Oak National Academy or BBC Bitesize during this time.

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. However, during this time, our whole school curriculum overviews may be adapted to change the sequence of particular units of learning within year groups for all pupils. This is so that those units which are more suited to remote learning will be taught in favour of units which require more practical resources. An example of this type of change might include units studying electricity in science, where children would benefit from making use of practical scientific equipment at school to develop their understanding. This would apply when local restrictions require an entire cohort to remain at home.
- If national restrictions continue beyond what was initially expected and remote learning is in place for a longer period of time, we will make adaptations in some subjects due to the resources needed (such as in science, art and D.T.).

Remote teaching and study time each day

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

In line with DfE expectations, 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 at KS2	4 hours a day

Accessing remote education

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

- Our online learning platform is Google Classroom. Activities will be assigned via Google Classroom and will include a blend of screen and non-screen tasks.

- All pupils are assigned their own username and password which allows them to access their remote classroom. Instructions on how to access Google Classroom and some videos to support with its use can be found on the following web page: https://www.burlingtonj.kingston.sch.uk/page/?title=Remote+Learning+%26amp%3B+Google+Classroom&pid=129

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:

- Requests for extra devices (e.g. laptops) or support with internet access can be made through parent@bjs.rbksch.org, or in conversations with class teachers and teaching assistants. In this request, parents should state the number of children in the household and the schools that they are enrolled to. Also, please add if support with accessing the internet or a data dongle (for example) would help. The school has a limited number of devices but all families can request help and requests will be prioritised depending on need, or added to a waiting list until more devices become available.

- If pupils are experiencing difficulties in accessing online learning, they should contact their child's class teacher by email (parent@bjs.rbksch.org), giving a brief overview of the problem. Class teachers and teaching assistants will then make contact with parents by phone call to gain additional information and decide on the appropriate next step.

- Where appropriate, teachers may decide to offer printed resources to support pupils with their learning at home. Due to the nature of online provision, and the use of web links and video instruction, the printed resources will differ from the learning on Google Classroom. These printed resources will contain similar

objectives and will be appropriate for the pupil's level of learning.

- Teachers and/or teaching assistants will arrange a collection date and time directly with parents so that they know when to collect their printed resources or an electronic device. Where members of households are shielding, we will arrange for this to be delivered.

- When parents come to collect their next weekly printed pack, they should return their child's work pack from the previous week. Teachers and/or teaching assistants will phone pupils receiving paper resources twice a week as they will not receive alternative feedback on the Google Classroom stream.

How will my child be taught remotely?

Teachers will upload pupils' learning tasks on a Friday afternoon so that parents who wish to review these materials over the weekend are able to do so.

A daily learning document will be provided detailing the English, guided reading and maths activities. A weekly overview of wider curriculum subjects will also be provided (including science, history or geography, computing, R.E., PSHE and art). P.E. activities are shared as part of this weekly overview and we encourage pupils to participate in some form of physical activity once a day, in line with government guidelines.

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

- Recorded teaching:

  o Maths lessons contain recorded teaching videos provided by White Rose Maths. Pupils can pause the videos and practise questions at any point.

  o English (including guided reading and spelling) may include a recorded teaching video created by either a member of our teaching staff or using resources from Oak National Academy. Where these have been created by Burlington staff, a teacher from the year team will record a video which talks children through the teaching slides. This may not be each child's class teacher due to some teachers working in school with critical worker/vulnerable groups.

  o Oak National Academy recorded teaching sessions will be used to support learning across the curriculum both in English (which may include spelling and grammar) and in wider curriculum subjects, such as history and science.

- Independent tasks:

  o Teachers will inform pupils of their independent tasks through written instructions and short videos containing instructions.

  o These tasks can be completed online (using Google Docs) or on paper where a photograph of the child's learning can be uploaded.

- Commercially available websites (such as BBC Bitesize) support the teaching of specific subjects or areas, including video clips or sequences. Children may also

access their TT Rockstars, Mathletics or Spellodrome account for additional linked activities.

- Live sessions and group interactions with pupils:

  o In order to develop social interaction and a sense of school community during lockdown, teachers will host live contact events with their classes. This will include a weekly 'wellbeing' session and daily class 'check-outs' at the end of each day.

  o Teachers and teaching assistants will host daily English and maths sessions for classes in their year groups. As some staff members will be teaching in school, we cannot guarantee that each child's class teacher will host these sessions. Pre-recorded videos will be supplied for all pupils as we understand that the timings of our live sessions will not suit every family. Pupils are strongly encouraged to watch the pre-recorded lessons before attending their live session so that teachers and teaching assistants can address any questions or misconceptions that pupils have.

  o Pupils will access their Google Meet through their Google Classroom stream and must follow our school protocol for live sessions: https://www.burlingtonj.kingston.sch.uk/attachments/download.asp?file=4200&type=pdf

Printed paper packs will be produced by teachers and teaching assistants for individual pupils following a discussion with the pupil's parents. This provision will differ from the learning provided online but will be appropriate for the individual pupil's level of learning.

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?

- Pupils should aim to complete four hours of remote learning each day, pausing for breaks as appropriate.

- Four hours of remote learning may have specific implications for some families, for example if both parents are working full time but not as key workers. We ask families to contact the school directly if completing four hours of remote learning is having a significant impact on their individual family's well being. The school will then try to offer support, such as reviewing timetables for pupils and discussing alternative resources.

- Pupils will be expected to upload or 'hand-in' work twice a week. This will include a piece of English work and a wider curriculum task. This could be by directly 'handing in' the work, or uploading a photo (e.g. of art work), writing a short explanation, completing a diary of completed work, or completing a Google form/quiz. Teachers will specify which pieces of work they would like to be uploaded.

- Pupils are encouraged to upload and share work with teachers when they would like to, even if it is additional to the required uploads.

- We understand that every family will be completing remote learning under different household circumstances. To support families with planning for remote learning, tasks will be uploaded on Google Classroom on a Friday afternoon for the upcoming week. This allows parents to look ahead at their child's learning if they would like to. Teachers will then post a daily instruction video to support pupils in working independently.

- Suggested timings will be provided with each task to give pupils an idea of how long a particular task might take them. Creating a daily or weekly timetable, which includes regular break times, lunch, and time away from the screen, will be beneficial to some pupils. An optional timetable for each year group (like the one below) is available for families to use, if they find this useful. We suggest that pupils complete their core tasks first (guided reading, English, maths), as they would do in school; however, we understand that this might not suit all pupils.

- Parents should encourage pupils to check their Google Classroom stream at least once a day in order to receive messages from their teachers and respond to comments from their peers. In particular, watching each teacher's welcome video, or engaging with the daily check-in, would allow pupils to hear key messages and maintain that important connection with their class and teacher.

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

- Where teachers and teaching assistants are working from home, Google Classroom streams will be reviewed regularly throughout the day. These staff members will also review the classroom streams of those teachers who are teaching in school.

- Where teachers and teaching assistants are teaching pupils in school, they will review their Google Classroom stream at the end of each day.

- The work pupils upload and their responses to short quizzes or questions on the stream will be used to assess engagement with Google Classroom.

- Where engagement is a concern, teachers and teaching assistants will make contact with pupils in two ways: they will send a direct message to pupils on Google Classroom and/or they will phone parents to review pupil's home learning.

- Teachers and teaching assistants will continue to monitor pupil's engagement following a phone call and will phone again if concerns continue. It is helpful to talk with pupils during these phone calls to answer any questions directly.

- At the end of week one, teachers and/or TAs will engage with pupils who have not accessed any remote learning. This will include a phone call to parents to gather more information about your child's remote learning.

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:

- Once work is uploaded, on the required days, feedback will be provided by teachers and/or teaching assistants the next working day. Teachers will tell pupils when they would like work to be submitted.

- Pupils will also receive feedback on their Google Classroom stream when questions are asked and pupils share photographs, comments or queries.

- Pupils will receive feedback in the following ways:
  - Through direct messages from teachers or teaching assistants;
  - Through verbal or written feedback on 'returned' work (after it has been uploaded);
  - Through responses from teachers and teaching assistants to comments made on the Google Classroom stream;
  - Through telephone conversations with pupils.

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:

- Pupils with SEND (and their parents) will receive regular phone calls to support them with their remote learning. An example of this could be that a pupil receives a phone call each morning, whilst they are logged into Google Classroom, to ensure that the pupil is able to ask questions and gain instant feedback from a teacher or teaching assistant.

- Pupils with SEND may be set personalised tasks on Google Classroom which are appropriate for their level of need. They could also be assigned additional support resources which they may usually use in class, such as word banks, to use at home. Personalised printed resources may also be provided in some cases. They may also be assigned RWI videos to engage with to develop their phonic skills

- Pupils who need to access our colour banded reading scheme (Collins Big Cat) will have access to e-books to support them with their reading at home. Teachers and teaching assistants will direct pupils to the appropriate colour band and

monitor pupils' reading through the online reading log and in conversations with pupils.

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.

More information about our approach to blended learning can be found on our school website, or by clicking on the following link:

https://www.burlingtonj.kingston.sch.uk/page/?title=Remote+Learning+%26amp%3B+Google+Classroom&pid=129