# Old Hutton C of E School

# **Remote education provision: information for parents**

**Background to the development of home-learning opportunities:**

Old Hutton Primary School started to develop online home-learning opportunities in 2014. The school enrolled onto Google’s G-Suite, purchased the school’s first set of Chromebooks and launched Google Classroom, initially to Key Stage 2 pupils.

In 2020 all year groups were utilising Google Classroom in school on a regular basis and starting to engage with it at home.

The school has now developed a home-loan scheme for Chromebooks to complement the in-school provision. In the unfortunate event of a closure of cohorts, bubbles or the whole school, the staff team have the skills, expertise and efficient routines in place to ensure home-learning opportunities are made available at very short notice.

This information is intended to provide clarity and transparency to pupils and parents about what to expect from remote education where national or local restrictions require a school closure to all but children classed by the school as vulnerable and the children of key worker parents who cannot provide for their children at home. This also applies to entire cohorts (or bubbles) having to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this document.

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

We will endeavor to ensure, that all lessons will be available and a full curriculum will be taught from the first week of any period of remote education for the whole school.

### 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.
* Timings of Maths and English lessons are the same as on a normal school day.
* Science and other (foundation) subjects are taught in the afternoon.
* We utilise our external sports coaches to help us teach PE and Dance online.
* All of this is delivered through Google Classroom, using their assignments feature.

## 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:

|  |  |
| --- | --- |
| EYFS | A minimum of 3 hours |
| Key Stage 1 | A minimum of 3 hours |
| Key Stage 2 | A minimum of 4 hours |

## Accessing remote education

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

All lessons are taught using the Google platform. Children access Google Classroom, where they can find assignments set for them and they can interact with their classmates and the teaching and learning team. Tapestry is also used, particularly in EYFS for children to share and celebrate work. We also utilise Google Meet to support online learning. Detailed lesson information and instructions are available on their assignments. Teaching staff are available to help via Google Meet during the taught lesson times (as shown on the class timetable). We use a multimedia, blended learning approach to teaching online and resources we might utilise include:

* Google Meet.
* Google Docs, Forms and Slides.
* Appropriate YouTube videos to act as lesson starters, learning aids or to provide inspiration and ideas.
* Links to websites that are all checked and approved for use.
* Programming apps for Computing lessons.
* Our subscription-based websites where we can set assessed tasks: SPAG.com, Maths.co.uk. Discovery Education, Purple Mash, Mathletics, Charanga

### 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:

* Pupils may apply for a Chromebook to lease from school, however these are currently in limited supply (more chromebooks on order Spring 2021) and subject to a leasing contract between school and home.
* In the event that a child may not have access to internet at home we can apply for data sim cards. This is something we closely monitor.
* A How-to video has been created to aid pupils to submit and complete work. Parents and carers have also received a letter outlining some of the key features of Google Classroom and help with some common problems. Further help videos are being created as needed.
* All pupils have access to study packs which include blank work books and any other resources class teachers deem appropriate like handwriting sheets. These are collected from school as children self-isolate together. Addition CGP workbooks may be available at request.

### How will my child be taught remotely?

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

Daily lessons are taught using a combination of resources as listed above.  Each class has its own approaches and each teacher their own online pedagogy.  This is discussed frequently in team meetings, where tips and advice are shared.

In EYFS, resources are posted daily with support offered in the background, together with individual sessions for reading, phonics and numeracy skills with teaching and learning staff on Google Meet. We ask parents to access the assignment and liaise with staff if they have questions for support. Teachers provide play ideas to aid the children's learning during lessons. Also, teachers set weekly or fortnightly ‘Rainbow Challenges’ to meet the children's next steps or practise skills e.g. acting out a story with a friend, practising cutting skills. A member of teaching staff is on hand to offer support every day.

In KS1 lessons and resources are posted daily as an assignment each morning, with support offered from our teaching team throughout the school day. They follow the structure of their weekly timetable (available to view in Class 2 information) and provide lessons and activities for Phonics, Reading, Handwriting, English, Maths, Science, RE/Wellbeing, Geography/History, PE, Art and Forest Schools. Children are encouraged to complete all the tasks, but teachers understand the structure and approaches at home may differ for each family. Teachers offer a range of resources and learning to accommodate for different learning styles.

In KS2 all mornings start with a reading task.  We then have an English lesson, followed by a break and a Maths lesson.  All teaching staff are on hand to offer support every day.  Each assignment has detailed lesson descriptions for those who choose to engage at other times. This structure may change at the teacher’s discretion. All teaching is backed up with assignments, set for each core lesson - utilising Google Docs, Slides, Forms or Draw, together with multimedia resources, including YouTube videos and website links.  This is mirrored in the afternoon with one or two similar foundation lessons.

It is also important for pupils to be able to interact with staff and their friends on Google Meet regularly and teachers ensure this is done at least once a week, depending on the classes. This also allows us to see the pupils and covers aspects of safeguarding requirements.

Utilising the resources we send home, we encourage the children still to write, to read and to practise Maths, all in the books provided. We set more practical tasks and encourage talk with adults and siblings. The home-learning provision is entirely experiential and utilises blended-learning techniques to allow pupils to continue to make progress in their education.

## 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?

Because of our high-quality online learning and our strong communication links with home. We are satisfied that we provide an online learning platform that is accessible to all children and parents. The older pupils will know they are expected to be online every day when accessing home-based education. We do ask parents of younger children (EYFS and KS1 children) to read through the assignment with their children, although staff are on hand through Google Meet to assist them during school hours (timetabled by each class). What we specifically would like parents to do is:

* Provide a quiet space for children to work.
* Ensure they are up and ready in time for lessons at 9am, wherever possible.
* Ensure their home learning device is charged overnight.
* If not being supported, check in on them during lesson times and get them to show you the work they are completing.
* Make sure they utilise their break times to get fresh air and take a mental break.

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

Staff collate information on daily attendance and levels of work completed.

How we will do this:

We have a fantastic two-way online platform and therefore, checks can be made through multiple methods:

* We will monitor pupil comments and interaction on Google Classroom – even if it is something as simple as a ‘Good morning,’ on the Stream.
* We will check for work being completed thoroughly and ‘Turned in’ on assignments.
* We are keen to see and interact with the children on Google Meets.

We know that many children are working away in the background and times for Google Meets do not always fit into your work/life routines at home. Our first port of call will always be to check assignments ‘Turned in’ and completed on Google Classroom, but for safeguarding purposes and to encourage peer interaction, we like to see the children regularly throughout the week on Google Meet. All of this attendance and engagement information is compiled and discussed during regular staff meetings. We individually contact the very few families where children fail to engage with their work regularly.

We realise that it is difficult to get children to complete work at times, however we know we have one of the best online platforms in the UK. This does not mean that we phone parents the minute a child misses a single lesson. It is as the statement says above, when we will work with them – where engagement is a concern.

### How will you assess my child’s work and progress?

Our approach to feeding back on pupil work is as follows:

Formative assessment:

Assignments are mostly returned with feedback, especially when we use the Google suite of apps to set them.  Google Docs can all have comments on them and Maths work can be numerically graded. We encourage children, especially younger children, to post pictures of work completed in books or elsewhere. We can give verbal feedback through the use of the ‘mote’ app, children will hear comments from their teachers about their work in the form of a voice message.

Assessment for learning:

We can replicate the classroom using Google Meet, to take instant feedback on learning and understanding. We also do this using comments on the stream in Google Classroom and under each class assignment. Pupils are good at asking questions here, expressing their level of understanding and asking for clarification and assistance.

Summative assessment:

We use the subscription-based learning and assessment apps mentioned above to assess progress in English and Maths through SPAG.com, Mathletics and Maths.co.uk give us a picture of progress levels in core subjects. Teachers may set assessments appropriate for their class at the end of each term. Writing is assessed against the teaching assessment frameworks, based on typed pieces of work completed online or uploaded pieces of work.

Feedback is given in the following forms:

* Verbally during Google Meets.
* In message form on Google Classroom.
* Comments (both verbal and written) on work turned in through Google Classroom.
* Upon completion of assignments on our subscription-based learning and assessment apps.

We aim to give pupils feedback regularly.

## 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 appreciate that for some pupils with special educational needs and disabilities (SEND), the ability to access remote education without support from adults at home may be challenging. Acknowledging this, we will work with parents and carers to support those pupils with the following approaches and methods:

* During a full lockdown, we offer SEND children with an Early Help Application or Education and Health Care Plans (EHCPs) in place, the opportunity to learn in school, where they are offered additional support. Pupils with an EHCP will receive 1:1 support on-site.
* If your child has an EHCP but you would prefer for your child to access a remote education, an alternate plan will be made between yourself and your child’s educational team (1:1 TA, Class Teacher, SENCo and Educational Specialists, if applicable). We will support you through weekly calls, additional resources and a bespoke learning pack(s), depending on need.
* Children on the SEND register with mild learning difficulties are supported through differentiated assignments and online support via. Google Classroom. Your Class Teacher may also offer additional suggestions/resources to help you support your child’s particular needs.
* All Children with an EHCP will receive an individual risk assessment outlining the measures we are following to safeguard your child and provision (for remote learning) will be monitored by the SENCo.

## Remote education for self-isolating pupils

### If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

We pride ourselves at Old Hutton Primary School by ensuring that children self-isolating whilst the school remains open are given almost identical learning opportunities. If a child has to be collected from school, we quickly assemble learning packs and ensure they have access to a device at home. For pupils that are kept off school because of self-isolation, either parents or staff – whichever is the safest and most practical – ensure devices (if required) and learning packs are dropped off as soon as possible.

From this point, teachers ensure that all lesson resources are available on Google Classroom as soon as possible.

For all enquiries about the school’s online learning provision please contact the head teacher, Andrea Walker

Please access our school website for specific information about our curriculum offer:

For examples of how to access the Google platform, tips on using Google for Education and example lessons, please access Mr Cooper’s YouTube channel: <https://www.youtube.com/channel/UCXtR7NvPm0dUIpRfxJpFUng>

Details of Brough’s Google Reference School status can be found here: <https://edudirectory.withgoogle.com/profiles/4691592024686592>

Our Google Reference School story of impact is here: <https://docs.google.com/presentation/d/17XevWUCxzwDECvU56fynyc-OpHNOUYRXb6weJoMie14/edit#slide=id.g15a751cffb_0_0>

Details of Brough’s role on the EdTech Demonstrator programme can be found here: <https://edtech-demonstrator.lgfl.net/demonstrator-schools-and-colleges/brough-community-primary-school>