

Jotmans Hall School: 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.

Please also refer to our ***Remote Learning Contingency Policy for COVID Local Lockdown***

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?

What will the children need to have at home?

Once the decision is made to send a class/bubble of children home, they need to have:

- Login details for Google Classroom/Tapestry, Numbots, TT Rockstars, Spelling Shed, Bug Club.
- A device on which they can access the internet.

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, we will make some adaptations in some subjects. For example, we will take into consideration the resources available at home when setting practical tasks.
- The offer given to children in the key worker provision may also be adapted to allow for consistency amongst the group.

Remote teaching and study time each day

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

We follow the government guidelines and expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 1	3 hours a day on average across the cohort, with less for younger children
Key Stage 2	4 hours a day

However we also recognise that there can be many barriers to achieving this. If you are experiencing problems we ask you to contact your child's class teacher or the school office.

Accessing remote education

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

Reception class tasks will be set on Tapestry.

KS1 & KS2 class tasks will be set on Google Classroom.

They will also need to access Spelling Shed, TT Rockstars, Numbots and Bug Club (dependent on key stage). If you are having difficulty accessing any of these please contact admin@jotmanshall.essex.sch.uk

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:
- Children's engagement in Google Classroom/Tapestry will be monitored each week by their class teacher and SLT.

- If children do not manage to engage in their Google Classroom/Tapestry during lockdown we will attempt to quickly loan out laptops to those who need them, depending on demand.
- If a child still is unable/unwilling to engage with the learning on Google Classroom/Tapestry, alternative provision may be planned. This may be access to any key worker provision that is running or in exceptional circumstances the provision of alternative paper based activities, (in the case of individual bubble or family isolation). However, this will not necessarily follow the learning of the class.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- live teaching/zoom meetings to introduce new knowledge.
- standalone activities which support new knowledge or reinforces previous concepts covered, some of which may be paper based.
- Practical challenges and activities
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- reading books that pupils have at home or online in Bug Club
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, (clear links will be posted on Google Classroom/Tapestry).
- long-term project work and/or internet research activities
- specific tasks and competitions on Spelling Shed and Times Tables Rockstars.

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?

- Weekly Zoom lesson to check on wellbeing and engagement of children.
- All submitted pieces of work should be acknowledged through Google Classroom/Tapestry.

- At least one piece of individual / personal feedback on English each week.
- Google Classroom can be used so that children can get immediate feedback on their tasks.
- Children are asked to send in feedback on how they are getting on which the teacher will use to adapt lessons on an ongoing basis.
- Any non-attendance on Zoom or through Google Classroom/Tapestry will be followed up by a wellbeing phone call.

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

- Class teachers will monitor any non-attendance on Zoom or Google Classroom/Tapestry each day.
- This information will be passed to SLT weekly, or in the case of serious concerns immediately.
- Concerns will be followed up by a wellbeing phone call.
- On some cases, a home visit will be considered necessary.

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:

- Weekly Zoom lesson to check on wellbeing and engagement of children. It will also be used to praise positive work that has been going on throughout the week.
- All submitted pieces of work should be acknowledged through Google Classroom/ Tapestry.
- At least one piece of individual / personal feedback on English each week.
- Google Classroom can be used so that children can get immediate feedback on their tasks.

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:

- The SENCO/SLT is responsible for ensuring that those children on the SEN register and those entitled to PPG are given appropriate learning opportunities through;-
 - EHCP children to be invited into the key worker provision.
 - Regular meetings with teachers and subject leaders, reviewing work set and monitoring engagement
 - Reaching out for feedback from pupils and parents with a focus on those with an EHC Plan.
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- What if the child has SEN and cannot access the work of the class?
 - Children who would not normally access the work in class due to SEND will have differentiated expectations and tasks. Their class teacher and SENCO will monitor the children's engagement as with other children in the class.
- Reception children access remote learning through Tapestry. Tasks are set in line with the EYFS framework and evidenced through photographs and annotation.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, the remote education provided will differ slightly from our approach when whole class groups are isolating. 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?

Once a period of self-isolation is confirmed the class teacher will organise Google Classroom/ Tapestry activities. These will consist of Literacy, Maths and Foundation subject activities which are parallel to the learning going on by the class in school. This is in addition to the homework set for the whole class.