



Remote education provision at Hove Junior School: information for parents

This information is intended to provide clarity and transparency to pupils and parents/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, please see the final section.

The remote curriculum at Hove Junior School: 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?

At Hove Junior School, we are committed to ensuring that our pupils can continue their learning remotely when necessary and we will provide immediate access to remote learning through Google Classroom/Seesaw to all pupils who can't attend school due to coronavirus (COVID-19) when a class or year group need to self-isolate, or due to 'whole school closure' when local restrictions require pupils to remain at home.

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 aim to ensure that our remote learning curriculum replicates the provision pupils would receive in the classroom, reflects our school aims and our LEARN statement. 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, in PE, science and art we understand that access to some equipment and resources may be limited and have adapted our lessons accordingly.

We aim to include in our remote learning the same factors that determine the effectiveness of live classroom teaching as found by The Education Endowment Foundation (EEF).

For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

The school uses Seesaw for Year 3 pupils and Google Classroom for pupils in Year 4, 5 and 6.

These platforms are used in an interactive manner, allowing teachers to set and respond to work and pupils to interact with the teacher and their peers. Links to other educational websites and teaching resources will also be made available in the virtual classroom.

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:

Learning will be shared with the children in the class welcome and introduction following the daily timetable. Some children may take longer to complete tasks than others in each subject.	Year 3: 4 hours
	Year 4: 4 hours
	Year 5: 4.5 hours
	Year 6: 4.5 hours

Accessing remote education

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

Hove Junior School uses Seesaw for Year 3 pupils and Google Classroom for pupils in Year 4, 5 and 6

Each child has been given a Google Classroom or Seesaw password for their virtual classroom. Children have had regular lessons in school during the autumn term to ensure they have skills in order to access the online learning.

IT support are responsible for:

- Setting up and overseeing pupil and class log-in details and codes for Seesaw and Google Classroom
- Helping staff and parents/carers with technical issues with setting up and using the remote learning platforms
- Reviewing the security of systems and flagging any data protection breaches to the Data Protection Officer
- Assisting pupils and parents/carers with accessing the internet or devices including loaning technology where necessary

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:

- Hove Junior School maintains a digital register and Chromebooks or laptops will be issued where disadvantaged pupils have no access to technology and/or only have a smartphone device.
- The school provides a loan agreement which must be completed and signed by the parent/carer before the device is issued and lent home.
- The school identifies disadvantaged families who need devices that improve internet connection (for example, routers or dongles) or those who do not have fixed broadband at home/cannot afford additional data for their devices.
- Parents/carers can access printed materials whilst they are waiting for devices if they do not have online access. These will be posted home or parents/carers will be asked to collect packs from school. Core texts and MNP maths workbooks will also be provided.
- Pupils can submit work to their teachers by emailing the school office and marking for the attention of teachers.

How will my child be taught remotely?

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

Revised Expectations for Online Learning during Full Lockdown (Google Classroom and Seesaw)

- Teachers start the day with a welcome and introduction to the day's learning to the class, with a specific learning focus and pastoral support - this can be recorded (if the class teacher is in school teaching a keyworker class) or live.
- Additional online FAB (Formative Assessment Boosters) may be undertaken with pupils during the day to address misconceptions in learning when appropriate.
- The online chat facility needs to be monitored regularly when opened. Class teachers to inform the class daily of opening hours.
- Weekly online timetable mirrors class provision and the organisation of slides provide a **suggested** schedule for each day. Year groups to consider if the sequence of lessons is suitable for home learning and review the order of the lesson/unit as appropriate each day.
- Each day, the lessons for each subject will be 'published' on one set of slides. All slide resources mirror the modelling and instruction delivery that would happen in class for mainstream lessons.
- The tasks will be added to each teacher's class page by the year group leader.
- Oak Academy resources/White Rose Home Learning Videos/BBC Bitesize etc. are used to introduce concepts and scaffold learning each day. These are teaching tools at the start of the lesson and not additional add-ons.
- Maths slides will be structured to follow the class provision and pitched at the current Programme of Study, where possible using Maths No Problem (MNP) or learning linked to the section children would be doing in school.
- Each child will be able to access Sumdog, which supports the maths curriculum and enables the teacher to assess the child's progress in maths.
- Additional maths slides will also consist of a maths task but pitched at a lower PoS.
- English slides will be structured to follow the class provision and pitched at the current Programme of Study. Additional slides will consist of **either** a spelling, punctuation and grammar task **and** a reading **or** writing task.
- Reading comprehensions will be carefully chosen, age appropriate and accompanied by questions that link to our school reading comprehension skills.
- The school is currently trialling e-reading materials on the 'Bug Club'.
- Each day children will also be given an opportunity for learning within a foundation subject with science, art, PSHE, history **or** geography topic based activities each week.
- French, RE and computing learning opportunities/activities should be added once a fortnight.
- Year groups will provide ideas for PE activities at least three times a week that are not limited to links for YouTube videos.
- The class teacher will endeavour to respond daily to the things that are posted on Seesaw/Google Classroom.
- Answer slides will be uploaded to each class page on the day the learning slides are added so that children can mark their own work.
- Differentiated work will be adapted for individual children from the resources created by MJ, SL, DM and uploaded to individual children's pages.
- Where possible, modelled examples of work outcomes will be created by the teacher responsible for that subject and pictures/examples given to help children and parents.

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?

Roles and Responsibilities

Pupils will be expected to:

- Use Google Classroom appropriately to complete home learning, interact with the teacher and with their peers
- Arrive on time to the daily welcome and introduction to learning
- Follow the agreed guidelines and e-safety protocol

Parents/Carers will be expected to:

- Support their child with home learning to the best of their ability
- Be aware of and monitor their child's behaviour in the Google Classroom
- Raise any concerns or issues to school staff in an appropriate and acceptable manner
- Parents with pupils with EHCPs who are not in school will need to communicate with the link Learning Support Assistant (LSA) to ensure they can work virtually with the pupil to support provision of differentiated resources, activities and feedback for their linked child and regularly daily contact.

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

Teachers are responsible for:

- Teachers and SLT will continue to review which children are not accessing Google Classroom/Seesaw daily and digital registers will be updated regularly. If a pupil has not handed in work on Google Classroom or Seesaw or attended the live Zoom sessions, the parent/carer will be phoned within 2 working days.
- Individual feedback will be given a minimum of twice per week using the private comments section. This is in addition to general feedback, guidance and praise which we will be given in the communal stream or classwork stream.
- Monitoring the chat facility carefully and deal with any incidents of unacceptable behaviour on Google Classroom.
- Class teacher to notify the Google Classroom when they are available for the pupils for feedback.
- Keeping in touch with pupils and parents either via Google Classroom, email or telephone.
- Completing a pastoral check in by telephone every two weeks.
- Attending virtual meetings with families where necessary.

If teachers are unavailable for work, these responsibilities may be covered by another member of staff on the day and the class year leader will notify the class stream.

How will the Senior Leadership/Management Team (SLT/SMT) check whether my child is engaging with their work and how will I be informed if there are concerns?

Year Group Leaders:

- Oversee the virtual teaching and learning across the year group.
- Ensure all members of the team contribute equally to planning and preparation of remote learning.
- Ensure all learning is proof-read and checked before being published on Google Classroom.
- Ensure consistency of approach for all classes in their year group (across both sites).
- Support teachers in their year group with teaching and learning issues where necessary.

Subject Leaders:

Alongside their teaching responsibilities, as outlined above, subject leaders are responsible for:

- Working with teachers teaching their subject to make sure work set is appropriate, consistent and meets the demands of the curriculum.
- Working with other subject leaders and senior leaders to make sure work set across subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.
- Monitoring the work set by teachers in their subject – through reviewing the work set online by teachers and year group leaders
- Alerting teachers to resources they can use to teach their subject remotely.

Senior Leaders:

Senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Maintaining a digital register and ensuring all families have access to online learning.
- Ensuring the quality of remote learning reflects the high quality provision in the classroom.
- Monitoring the effectiveness of remote learning by taking regular feedback from staff, pupils and parents/carers.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Inclusion Manager / SENCo:

The Inclusion team is responsible for:

- Monitoring the provision of online learning for SEND and vulnerable pupils across the school.
- Ensuring all SEND and vulnerable pupils have access to learning materials (digital access and other 'hard' resources where necessary e.g. appropriate reading books, text books).
- Ensuring differentiation of materials for pupils who are working well below age related expectations.
- Overseeing the safeguarding of pupils in line with safeguarding / child protection policy.

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:

Teachers will ensure that pupils receive acknowledgement and praise for their efforts at a time when they are working independently. They will ensure that they correct misconceptions and continue to improve their work, make progress and develop their thinking.

Teachers will assess pupils against the learning objectives for each subject using similar assessment for learning strategies that would be used in class and adjust the children's learning accordingly. Teachers draw on:

- Children's responses during live Zoom sessions.
- Work submitted in the online classrooms.
- Additional formative assessment booster (FAB) groups – these will be offered through a separate link.
- Close liaison with intervention teachers where appropriate.
- Some pupils will be identified for 1:1 / small group learning as per their SEND learning plans and/or through their class teacher.

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:

- Differentiated work will be adapted for individual children from the resources and uploaded to individual children's pages.
- Additional maths slides will also consist of a maths task but pitched at a lower Programme of Study.
- LSAs who work individually with SEND pupils will be asked to support with the provision of differentiated resources, activities and feedback for their linked child.
- Those children who access intervention or support groups in school will be invited to access these sessions online with a support staff member or intervention teacher.

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?

When the school is fully open to all pupils, individual pupils or small groups of pupils who need to self-isolate will be given a year group letter with linked curriculum lessons for English, maths and science to Oak Academy and school-based topic activities and research linked to their year group topic. All isolating pupils will receive a pastoral phone call home with a member of SLT.