

Chipping Hill Primary school

Remote learning offer 2021

Chipping Hill will utilise Google Meet, Zoom, emails and phone calls in order to engage with children and parents in order to ensure the following:

- Check daily the learning completed by the children and informing parents when engagement is a concern.
- SEND pupils not accessing the school provision will have weekly communication with the SEND team. Their role will be to support home learning and engage with parents, providing resources and strategies as appropriate.
- Feedback how well pupils are progressing through the curriculum

All learning set will be meaningful and ambitious. English and Maths will consistently be taught each morning with all wider curriculum aspects covered in the afternoons. Each of the four learning sessions will have a prescribed length equivalent to that within a normal school day, lasting on average 3.5 hours per day.

A variety of resources will be used to enhance learner engagement and interaction:

- Interactive lessons can be taught at specific times during each day. Children will be able to ask questions verbally, via message or email and feedback will be provided for all learning submitted.
- Lessons will be recorded so children can access them to consolidate learning or to complete learning at a more convenient time.
- Welfare checks will be completed for those not engaging at least weekly with fortnightly virtual parents meetings to check progress and offer support
- All live meetings will include a review session at the end to ascertain feedback, respond to questions and clarify queries.
- Children are able to email their class teachers via DB primary and parents have access through class emails e.g. Falcons@chippinghill.co.uk

Teaching will be completed virtually with links posted on DB Primary. Links will also be emailed to parents. Teachers are expected to lead learning at 9am, 10.30am and 2.30pm with Oak National or similar used at 1pm. Virtual presentation will occur from home or at school. Presentation will be undertaken as:

- Teacher models learning on the class interactive whiteboard with camera recording scene
- Modelling using the class visualiser with the screen share option
- PowerPoint, Word or similar (including modelling) with talk over by teacher

Daily learning schedule for the children

- SESSION 1: A designated English session. An exemplar of the outcome expected is to be provided alongside step by step tutorials (can be online videos or written examples).
- SESSION 2: A designated Maths session. An exemplar of the outcome expected is to be provided alongside step by step guidance (can be online videos or very clear steps 2 success)
- SESSION 3: A designated wider curriculum session - review curriculum learning from Autumn 2 looking at developing mastery. Utilise Oak National and similar, promoting extending knowledge and cementing prior learning
- SESSION 4: Designated Reading session which focuses either on phonics or comprehension skills. This should be a full teacher led session which embeds the skills required of the children.

The session structure for each of the four sessions is as follows:

- Teaching of the core skill that needs to be learnt, using the steps to success clearly to define what needs to be done to achieve success. This must always be accompanied with an exemplar model
- The activity that needs to be completed should be shared in detail with clear reference to the steps to success
- Opportunity for the children to undertake the activity with access to the steps to success and model. Set time frame for completion
- Recall learners at a specific time (40-50 minutes) where expected learning will be reviewed by the teacher and where appropriate answers to worksheets shared

Learning packs

Learning packs will be completed each week and will be available for collection by parents from the school as well as downloadable from the school website. They will also be accessible each week on the children's DB Primary class page. Packs generated will be clear, succinct and organised with pages formatted and resources fitting appropriately. They will include a weekly teaching timetable and worksheets including additional resources required will be organised chronologically to support parent and child access.

Planning will be completed encompassing a specific structure to support children and parents alike. This is:

- Teaching: Will explicitly and clearly explain what the core skill to be learnt is, it will clarify the steps to success and explain what exemplar is required and how it is to be modelled.
- Activity: Clarify the independent learning that the children will undertake and include any links to EdShed/DB Primary/Oak National or other. It will also reference worksheets to be used or any open ended tasks to be completed.
- Review: Define how any learning that was undertaken will be reviewed, not only revisiting the learning set but where appropriate giving answers to worksheets and tasks for self-assessment.

Children of Critical workers and vulnerable children

Children will receive the exact same access as children undertaking remote learning. They will observe teaching via class Interactive whiteboard and all resources required will be provided. Staff allocated to supervise the children will support learning 'in loco parentis'.

No child accessing the school as a child of a critical worker or as a vulnerable child will be disadvantaged comparatively to their peers who are home learning.

Remote learning adaptation

From the week commencing 8th February we will be adapting our offer to bring it in line with the school's changing education philosophy. Wednesdays will now be designated a wider curriculum day with English and Mathematics not taught specifically. Learning should focus on Science, the arts, humanities, etc. as a means of engaging the children mid-week. Bring learning alive through theme days, practical activities and events that promote excitement. Maintain links to curriculum areas and embed English and Maths as cross curricular aspects where appropriate.

Additionally, the children should receive a 15 minute Maths and English quiz on a Friday afternoon, which should be completed by the following Monday. This will serve as on-going assessment to aid reflection and refinement of learning. It will also benefit memory recall. Utilise EdShed for quizzes where appropriate or alternatively write your own.

Key points

- Session times and organisation will remain the same on a Monday, Tuesday, Thursday and Friday to ensure there is continued structure and ease of engagement.
- Sessions on a Wednesday at 9am and 10.30 am will cover curriculum areas other than English and Maths that inspire, engage and foster excitement in the children's learning.
- Ideally, each session will promote practical, hands on learning and learning beyond the written.
- Each session will be delivered by teachers who will explain and model the practical aspect in totality – experiencing it alongside the children.
- A list of what is needed will be required to be shared with parents well in advance but do remember that resources may be scarce and a growing number of families have reduced income – utilise what is at home where possible.
- An additional Virtual session will be delivered on a Wednesday at 1pm instead of Oak National – this will focus on the teaching of foundation subjects. The aim is to be stimulating and highly practical. Please minimise the written response and model clearly to the children what is to be achieved.
- Quizzing will occur on Friday afternoons – two 15 minute quizzes in both English and Maths to review the learning previously undertaken – this will act as a review and evaluation of knowledge depth and understanding (preparation for our Recovery Curriculum).

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, 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. There may be times when adjustments are required to allow staff and parents alike to fully understand the implications and expectations associated with remote learning.

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

Children will have access to online learning via DB Primary. Teachers will have uploaded learning associated to that undertaken in school during a normal day. Access to remote teaching will be provided from the first day of absence with possible adjustments for the first two days.

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 will teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, Physical education, music, art and design Technology will require adjustment due to resource implications and pupil access at home.

The curriculum will be adapted to ensure no children miss out on key curriculum areas.

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 4 hours each day

Accessing remote education

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

The school will be utilising the online platforms DB Primary and EdShed for any independent virtual learning. Virtual teaching will be delivered by Google meet or Zoom.

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:

- The school will lend laptops or tablets to pupils. Please contact the school office on admin@chippinghill.essex.sch.uk or 01376 512201
- We will provide guidance to parents requesting broadband access and routes which has been provided from the Department for Education
- Learning packs can be collected from the school each Friday afternoon or downloaded from the school website and class page on DB Primary
- Learning packs can be returned each Friday for review and feedback. Children can also take pictures and email learning to staff for review

How will my child be taught remotely?

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

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- weekly project work linked to homework activities

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Pupils' are expected to engage remote education each day and for all sessions offered. Where this is not possible due to individual circumstances pupils can complete paper packs and access recordings of the virtual teaching.

We ask that parents ensure children have all the resources we have provided at hand prior to the online session and that children are online and ready for the session to start 5 minutes before the start time. Entry will be declined once the session has begun.

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

A register will be taken each session of those children accessing virtual teaching, with a record also recorded of children who have submitted learning via email or in packs returned.

Where engagement is a concern, we will contact parents initially via email then through a telephone call and if required virtually.

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:

All learning submitted will be assessed and feedback will be given. This will be through individual feedback via DB Primary for extended pieces, shared mark sheets for online tests, instant assessment for online platforms and group feedback where appropriate.

Timeframes of feedback will be relevant to the task and before the next phase of linked learning.

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 SEND team will work with families to deliver remote education for pupils with SEND through weekly contact, bespoke learning programmes and access to staff daily. SEND children will have remote support via the SEND team additional to their class offer.

Remote education for children in Reception and Year 1 will focus on a more blended approach to learning as well as shorter periods of virtual teaching. Activities and learning will be pitched to the children's specific needs and age, with staff utilising their knowledge of the children. There will still be four designated sessions for the children to engage virtually.

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?

The remote offer is predominantly the same for children isolating however there is understanding that circumstances are different. Learning packs will be adapted based on each pupil's circumstance with increased or decreased online learning dependent on the pupils' well-being.

A minimum offer would be:

- Pupil will access DB primary where a weekly learning pathway generated by the year group will be set. This will encompass core learning aspects linked to class based learning.
- Edshed access will also occur with further learning set linked to class based activities
- Children will be set wider curriculum learning activities by utilizing Oak National online lessons. These sessions will be posted within the class blog each week
- They will also be expected to read for a minimum of 20 minutes each day for Key Stage 1 and 30 minutes each day for Key Stage 2
- In total there should be 5 English, 5 Maths and 5 wider curriculum learning activities posted at the end of each week for those children at home.