



## **The Black Pear Trust**

# **The Black Trust Remote Education Provision:**

## **Information For Parents**

**January 2021**

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.

If you have any further questions, please contact:

[homelearning@hollymountschool.org](mailto:homelearning@hollymountschool.org)



## **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?**

Your child's learning is important to us, so during the closure we'll continue to support pupils immediately through:

- Access to learning resources; Purple Mash/ Timestable Rockstars and [www.thenational.academy](http://www.thenational.academy)
- CGP workbooks - teachers will notify you of the necessary pages to complete.
- Providing access to pupil login(s) for appropriate learning platforms - these can also be found on the front page of your child's home school diary.
- Providing home reading books appropriate to their age and reading ability. These can be changed on a regular basis by prior arrangement.

During the first few days of remote learning, your child will receive a hard copy work pack, including a timetable for the following two weeks. These should be used from the date specified in the accompanying letter. This work has been planned in conjunction with online learning resources however can be used as an independent unit of work if no digital device is available. Furthermore, each school will provide links to instructional videos of how to access remote learning.

### **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?**

Each school will teach the same curriculum remotely as they do in school wherever possible and appropriate. Each child will be provided with three or four hours (age appropriate) of remote learning each day further supported by daily reading and mental calculation practice. Each class timetable will be slightly different however will cover a broad curriculum over the remote learning period. However, there will be some adaptations made to the delivery of some subjects. For example:

- PE lessons will be based around fitness - video links will be sent through each class TEAMS platform.
- Some subjects such as Art and D.T will be less practical in nature in order to reduce the additional pressure on parents of finding resources during the period of lockdown.

## **Remote teaching and study time each day**

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

Reception, Years 1 and 2	3 hours
Years 3, 4, 5 and 6	4 hours



It is not expected that children would sit and complete work for 3 – 4 hours without a break. Most children learn best when time is broken up into smaller sections with regular breaks and a chance to be active.

## **Accessing remote education**

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

#### **Online learning for Year 1 to Year 6 will be provided through TEAMS**

By 8.30am each day pre-recorded resources will be uploaded onto the class TEAMS page. The resources will support the children accessing the paper-based learning activities which each family will have received.

Teachers will be available during the morning to greet children through an online register and to answer questions children may have through the 'post' page; teachers will answer as soon as practically possible, however are also likely to be teaching key worker/vulnerable children within school.

During the afternoon, teachers will hold feedback sessions. This will be done through Teams. Children will join, in groups, during their allocated time (see timetable sent with work packs) Teachers will ensure that all cameras are switched off.

During these feedback sessions teachers will:

- Facilitate a welcome and wellbeing check
- Remind them of rules of staying safe online and how to behave in an online meeting
- Let children know how they need to respond or get their teachers attention
- Explain what part of the learning they will be focusing on
- Provide any further necessary teaching to support children or to prepare them for future activities. Teachers will show images and videos that will help explain what children are learning.

Where families are unable to access Teams, teachers will phone children to talk about their work.

Teachers will make records of children's attendance at sessions and their engagement with work set.

#### **Online learning for Reception will be provided through Tapestry**

By 8.30am each day pre-recorded resources and activities will be uploaded onto the class Tapestry page. The resources will support the children accessing the paper-based learning activities which each family will have received.

Parents will be encouraged to upload work onto Tapestry daily – this will also act as a child's "registration" at school for the day. Teachers will provide feedback to this work where appropriate.

Teachers will reply to posts on Tapestry and will make at least one phone call a week to families whose children are working at home. During these telephone conversations, teachers will discuss the children's learning for that week.



## **If my child does not have digital or online access at home, how will you support them to access remote education?**

Each of the schools are fully aware that every family situation is unique and our remote learning offer is designed to support all families whether children have access to digital devices or not. For that reason, the units of work, although planned with digital elements, will have paper hard copies for all children to use and their outcomes will be almost the same. Families will be required to keep their child's paper-based work and will be given a date for these to be returned to school. Furthermore, teachers will ring children who have no online access on a weekly basis to discuss their learning.

Paper copies of work will be delivered to families and additional copies can be accessed by contacting the school office.

Where required, each school will endeavour to lend devices to families who do not have access to suitable technology. Parents will be asked to sign a device user agreement when loaning a device. Each school will also provide SIM cards to enable internet connection (or similar devices) where required.

Staff will ring families on a weekly basis and as part of the conversation, schools will always ask about if there are any additional requirements of the family in relation to access to technology. Further information can also be accessed through the school office.

## **How will my child be taught remotely?**

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

- Live feedback/teaching sessions
- Recorded teaching by the class teacher and other sources such as the Oak National Academy lessons
- Paper packs produced by teachers, including workbooks and worksheets
- Reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

## **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?**

We expect that families will support their children in the following ways:

- Encourage children to complete work daily.
- Provide a space to work – preferably sat at a table in a quiet area with few distractions.
- If possible, provide a digital device, with WIFI to access Teams. All digital explanations of activities will be put on Teams daily.
- Support your child, where necessary, to upload work completed onto Teams/Tapestry as appropriate.
- Keep any completed work on paper safe, so that it can be returned to school at an appropriate time.
- Where possible, enable your child to access Teams at the dedicated "feedback" slot twice a week.



- Where digital devices are not available, enable you child to talk to his/ her teacher when he/ she calls to discuss their work.
- Where possible, encourage your child to access TEAMS for learning from 9am and follow the provided timetable

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

Members of staff will be monitoring and recording children's work and engagement daily. If the school believes your child is not accessing the work or engaging in the leaning activities, they will make contact by phone. Your child is expected to attend two live feedback sessions a week. If your child does not attend, the school will again make contact by phone.

### **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:

- Live feedback sessions twice a weekly or phone calls where required
- Commenting on work submitted through TEAMS/Tapestry or Purple Mash
- Monitoring scores on Timestables Rockstars / Accelerated Reader

It is not effective for teachers to comment on every part of a piece of work, rather a general comment and learning point has greater impact.

### **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:

- Individual resource packs will be provided fortnightly, including specific learning activities linked to your child's individual provision map (IPM)
- The school's SENDCO will ring your child each week and will provide any additional support for home learning
- Provide live feedback sessions twice a week

### **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. These arrangements are for children isolating but with no symptoms of illness. We will not ask an unwell child to work from home.



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

Each child will be provided with a workbook for English and Maths. Teachers will set work to complete from the workbooks which is appropriate to the learning continuing in school. A member of staff will ring the child to provide feedback on the work on a weekly basis. Furthermore, the child will be set work through Purple Mash and The Oak Academy for foundation subjects. Children will also be required to read daily (home reading books will be provided by school) and practice mental maths calculations and spellings.