

## Home learning Provision

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from the remote education provided by Selside School. This provision will be in place when national or local restrictions require a school closure to all but children classed by the school as vulnerable and the children of critical worker parents who cannot provide for their children at home. Please note that this document may be updated from time to time as the school continues to review and refine its provision as a result of changes to guidance, training on best practice and feedback from pupils, staff, parents and carers.

For **Class 1** we will continue to use the **SeeSaw** platform. For **Class 2** we have chosen to use **Google Classroom**. This has more options to extend and stretch the older children. Staff have been working an EdTech demonstrator school, Elizabeth Woodville Primary School. This is their parent guide to using Google Classroom- it's very good! <https://www.youtube.com/watch?v=9O-bHPybPRQ>

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

The curriculum is the same as that followed in 'normal' school, so lessons are sequenced to enable progression in knowledge and skills and follow our long-term planning for each subject; these documents can be seen in the class information areas on SeeSaw/Google Classroom. We use a variety of approaches to allow pupils to continue to make progress, with the aim being a mix of time spent online and time away from screens in practical, written/paperbased or physical activities. Lessons are definitely not online every day, all day!

**What to expect from remote learning:**

- 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.
- We would teach the same curriculum remotely as we do in school wherever possible and appropriate. Teachers will adapt materials and resources to make the work accessible at home.
  - Class 1 would receive daily materials for Phonics and English, Maths and a Foundation Subject which would reflect what would be taught in school. These would be sent out each morning.
  - Class 2 would receive daily materials for SPaG and English, Maths and a Foundation Subject which would reflect what would be taught in school. These would be sent out each morning.

9.00 to 9.30	9.00 to 12.00 Choose activity to start with			1.30 onwards
Well-being check in and daily review	Maths	Reading	English Phonics or SPaG/ Writing	Foundation subject e.g. History, Geography Science

Virtually with class teacher	Uploaded to SeeSaw or Google Classroom	Read a book of your choice	Uploaded to SeeSaw or Google Classroom	Uploaded to SeeSaw or Google Classroom
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- We would offer a daily well-being check in for children at 9.00 each day. **Attendance for sessions will be noted and reported on. Remote learning is an expectation not a choice and must be taken seriously.** If children are not actively taking part in the well-being check ins and completing learning, parents will be contacted.
- All learning from the teaching staff will be uploaded through either SeeSaw or Google Classroom. Children will be expected to then upload evidence of their learning. Teachers will indicate their expectations of the children in their instructions. This might be a photo, video or worksheet. Teachers will respond appropriately and provide feedback when appropriate.
- Children and parents can send messages to communicate with teachers during the day. If they are having difficulties, teachers will speak to them individually.

Expectations		
Of parents...	Of children...	Of teachers...
<ul style="list-style-type: none"> <li>• Endeavour to make sure your child is always able to attend their well-being meetings in the morning</li> <li>• Ensure your child has a space to learn</li> <li>• Give your child the opportunity to be able to access their learning via Google Classroom or SeeSaw</li> <li>• Contact teacher if your child needs support</li> <li>• Make sure children utilise their break and after-school times to spend some quality family time together, get fresh air, exercise and take a mental break, including time away from screens.</li> <li>• Make sure you are all getting regular healthy</li> </ul>	<ul style="list-style-type: none"> <li>☐ Whether you're working on your own or with your parents, try your hardest in your learning</li> <li>☐ Complete all learning to the best of your ability</li> <li>☐ Complete learning on time (as much as possible)</li> <li>☐ Turn in your learning so that your teacher knows you have done it</li> <li>☐ Contact your teacher if you need support</li> </ul>	<ul style="list-style-type: none"> <li>☐ Meet daily, with children to check on their wellbeing and give an overview of learning for the day</li> <li>☐ Upload learning challenges for each morning.</li> <li>☐ Respond to children's learning through feedback when possible</li> <li>☐ Be available to message children for support via Google Classroom, SeeSaw or email</li> <li>☐ Be available (where possible) to video call children to offer guidance</li> <li>☐ <b>Teachers will not be contactable between 12:00-1:00pm (lunch)</b></li> </ul>

meals and encourage good sleep routines.		
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**How long can I expect work set by the school to take my child each day?**

Following Government requirements (as set out in the DfE document, 'Restricting attendance during the national lockdown: schools' Jan 2021), we expect that remote education - including remote teaching and independent work - will take pupils broadly the following number of hours each day:

EYFS	Up to 3 hours
Key Stage 1	A minimum of 3 hours
Key Stage 2	A minimum of 4 hours

**What happens if my child has completed everything?**

- BBC /CBBC: The BBC are putting school materials on TV (from 9a.m. on CBBC) which can also be accessed on BBC iplayer.
- Websites: BBC Bitesize for Key Stage 1 and 2 <https://www.bbc.co.uk/bitesize/levels/z3g4d2p>

has a wealth of curriculum-based learning resources.

- Oak Academy has resources for all year groups: Home - [www.oak-academy.co.uk](http://www.oak-academy.co.uk)
- Learning platforms: Timestables Rockstars/ Mathletics/ Spelling Shed/ phonicsplay
- White Rose Maths - resources designed for home-learning.

**How will you assess my child's work and progress?**

Assessment and feedback can take many forms. Our approach to assessing and feeding back how pupils are progressing in their work is as follows:

**Formative (ongoing) assessment:** Assignments are mostly returned with feedback, especially when we use the SeeSaw/Google suite of apps to set them: Adding comments, numerically graded, verbal feedback through voice recordings and give instant feedback on learning and understanding. Pupils are good at asking questions here, expressing their level of understanding and asking for clarification and assistance.

**Summative assessment:** We use subscription-based learning and assessment apps to help assess progress levels in English and Maths: SPAG.com, Phonics Play, Mathletics and Maths.co.uk. Our long-term planning and assessment documents will be used by teachers to assess completed work for progress across the whole curriculum at the end of a term or unit of work and this will feed in to individual pupil and class records and our whole-school assessment system. Assessments of progress made in remote learning will also take place on pupils' return to 'normal' school.

**Feedback** is given regularly throughout the week and in the following forms:

- Verbally during Virtual Meetings.
- 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.
- Verbally to parents/carers in regular phone calls home.
- Verbally to parents/carers in termly parents' consultation phone calls (parent's evenings)

**What to do if you do not have access to SeeSaw or Google Classroom:**

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support these pupils to access remote education:

- Staff will be in regular contact from the start of any closure or isolation period with all affected families to determine any needs/ barriers to remote education and discuss the best next steps to help, based on individual circumstances.
- Pupils may apply for a school laptop or ipad, subject to an agreed 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 and/or routers to help overcome this.
- Pupils who have/continue to have significant issues with accessing online learning may, depending on circumstances at home, capacity in school and current restrictions/guidance, be able to be classed as vulnerable and offered a place in school.
- Parents and carers have received a written guide outlining the key features of Google Classroom and how to overcome some common problems. A 'How-To' video has been created to aid pupils to navigate the platform, submit and complete work. Further help guides/videos are being created as needed. These can be found in the class information area of each online classroom. If there are other issues, school can be contacted for further support via the school office.
- Other workbooks/materials may be available from school if/as teachers decide these would be appropriate.

**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 full school closures, depending on restrictions/guidance and staff capacity, we offer SEND pupils with an Education and Health Care Plan (EHCP) or Early Help application in place, the opportunity to learn in school, where they can access additional support to meet their needs (e.g. 1:1 support from a Teaching Assistant).
- If your child has an EHCP but you would prefer or need (e.g. for health/shielding reasons) your child to be cared for at home and access remote education, a plan of additional provision will be made between yourself and your child's educational team (1:1 TA/s, Class Teacher, SENCo and Educational

Specialists, if applicable). We will support you through weekly phone calls home, additional resources and bespoke learning pack(s), depending on needs.

- Pupils 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 strategies/resources to help you support your child's particular needs. In some cases, during full school closures, these pupils may be classed by the school as vulnerable and able to be offered a place in school, depending on needs and restrictions/capacity.

### **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 a pupil has to be collected from school, we quickly assemble learning packs required and ensure they have access to a device at home. For pupils who are kept off school because of self-isolation, either parents or staff - whichever is the safest and most practical - will ensure devices (if required) and learning packs are dropped off as soon as possible. We aim that from lunchtime on the first day of isolation, teachers will ensure lesson resources are available on Google Classroom for pupils to access their learning remotely. Teachers will communicate with families on an individual basis on how best to meet their needs.

### **Safeguarding and online safety**

#### **How do you help to keep my child safe when accessing remote education online?**

Safeguarding pupils is our priority and we have clear, agreed policies and procedures in place to help keep everyone safe when we are working online from home. We need to work in close partnership with parents and carers to communicate and promote these. Online safety is and has always been a key part of our Computing curriculum and our work in school with all pupils in teaching and learning about health and safety. Our Google Classroom and SeeSaw platforms are secure sites only accessible by Selside School log-ins.

We direct parents and staff to the CEOP website [www.ceop.police.uk/safety-centre/](http://www.ceop.police.uk/safety-centre/) for advice or reporting anything which may make you feel worried or unsafe online. For parents, you can find lots of useful information on the Thinkyouknow website about how to make good use of the internet while staying in control: [www.thinkyouknow.co.uk](http://www.thinkyouknow.co.uk). The National Online Safety website at [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) also has a series of Parent Guides (e.g. for smartphones, TikTok, Minecraft) which are very helpful for keeping up to speed with the latest trends and providing safety tips and advice.

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### **More information**

For all enquiries about the school's online learning provision please contact the head teacher, June Lowther via [admin@selside.cumbria.sch.uk](mailto:admin@selside.cumbria.sch.uk).