

PARK HILL JUNIOR SCHOOL



PUPIL REMOTE LEARNING Statement

Inception date: January 2021

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Remote Leader LAB Member: Shiraz Kabani

Head teacher: Ann Pratt

Park Hill Junior School's 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.

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. We will quickly progress to a more permanent structure of activities.

We will use Google Classroom as a platform for teaching, learning and some pastoral care.

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

If a class/year bubble has to isolate, class teachers upload tasks to their class Google Classrooms.

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. Our remote learning provision will include lessons from across all subject areas, following our school curriculum plan where possible. Tasks will be supported by a video explaining the new learning.

For the purpose of providing remote learning, the school may make use of:

- Online learning portals (Google Classroom)
- Educational websites (e.g. Times Table Rockstars, Oak National Academy etc)
- Reading tasks
- Pre-recorded video or audio lessons
- Live drop in sessions (Google Meet)
- Assemblies (Google Meet within Google Classroom)
- Learning packs (printed)
- Email

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning e.g. printing out hard copies of resources for families to collect who do not have access to computers or printers.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible via remote learning, where practical – where this is not practical, the school will ensure pupils can catch up on these areas of the curriculum when they return to school.

Teaching staff will liaise with the Special educational needs and disabilities (SEND) Lead Teacher and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

Any defects or issues with remote learning resources will be reported as soon as possible to the relevant member of staff. A dedicated email address has been set up that parents can email with issues.

Pupils will be required to use their own or family-owned equipment to access remote learning resources. We have a limited number of devices which we can loan to families in need.

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback

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: 4 Hours each day

This will include:

- time away from the computer for physical activities preferably outdoors.
- Activities to be completed away from the screen
- Taking part in live sessions, some teaching and some demonstrations.
- Watching videos of teaching material
- Using other educational resources e.g. Mathletics.

Accessing remote education

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

We will use Google Classroom for all live interaction, recorded lessons and feedback.

We will use other platforms like:

- Mathletics
- Accelerated Reader
- London Grid for Learning Resources
- Times Table Rockstars
- Charanga
- Language Angels

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:

- There are a limited number of laptops available for loan. However, you must contact the school via email or telephone, if you do not have a device for your child or you are struggling to share devices at home.
- A laptop will be issued if there are any available in school at the time of request.
- The school also has access to some data through donated sim cards, dongles and routers but there are only a few of these. You will need to contact the school promptly if you need help with these gadgets.
- You will be required to sign for every device/ gadget the school provides and these will need to be returned when requested.
- If you require printed materials as a last resort, you will need to inform your child's teacher or contact the school to request this kind of access to learning for your child.
- All work written/ to be submitted will need to be uploaded via google classroom. You can take pictures of your child's learning and upload on to the classroom. Any issues with uploading, please inform your child's teacher or contact the school via the IT email – it@phjs.foliotrust.uk

How will my child be taught remotely?

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

- live teaching – introduction and explanation of tasks to the whole class
- recorded teaching - video/audio recordings made by teachers, Oak National Academy recorded lessons
- printed paper packs produced by teachers, where necessary, reading packs for disadvantaged pupils, maths packs with workbooks and utensils for disadvantaged pupils.

- Links to Croydon Schools Sports Partnership videos for PE and physical activities, Joe Wicks Exercise, music video clips/sequences, Mathletics

A suggested timetable is shown here:

	9-9:30	9:30-10	10-11	11-12	12-1	1-2	2-3	3-3:15					
Y3	Live session - Registration & Introduction of the day's learning	Reading & Physical activity	Break	10:15-11:15 Maths (with pre-recorded video – accessible all day)	11:15 – 11:45 Guided Reading (with pre-recorded video – accessible all day)	11:45 – 12:00 Mathletics & TTRS	12:00 – 12:15 Live session – Drop in session (Optional)	12:15 – 1:00 Lunch	1:00 – 2:00 English (with pre-recorded video – accessible all day)	2:00 – 2:15 Break	2:15 – 3:00 Foundation Subjects e.g. History/music/computing (with pre-recorded video – accessible all day)	2:45 – 3:00 Monday Only Live session – Plenary	3:00 – 3:15 Live session – Plenary (Optional) or Assembly on Monday only
Y4	Reading & Physical activity	Live session - Registration & Introduction of the day's learning	Break	10:15-11:15 Maths (with pre-recorded video – accessible all day)	11:15 – 11:45 Guided Reading (with pre-recorded video – accessible all day)	11:45 – 12:00 Live session – Drop in session (Optional)	12-12:15 Mathletics & TTRS	12:15 – 1:00 Lunch	1:00 – 2:00 English (with pre-recorded video – accessible all day)	2:00 – 2:15 Break	2:15 – 3:00 Foundation Subjects e.g. History/music/computing (with pre-recorded video – accessible all day)	2:45 – 3:00 Tuesday Only Live session – Plenary	3:00 – 3:15 Live session – Plenary (Optional) or Assembly on Tuesday only
Y5	Reading & Physical activity	Live session - Registration & Introduction of the day's learning	Break	10:15 – 11:30 Maths & Guided Reading (with pre-recorded video – accessible all day)	11:30 – 11:45 Live session – Drop in session (Optional)	11:45 – 12:00 Mathletics & TTRS	12:00 – 12:45 Lunch	12:45 – 1:45 English (with pre-recorded video – accessible all day)	1:45 – 2:00 Break	2:00 – 3:00 Foundation Subjects e.g. History/music/computing (with pre-recorded video – accessible all day)	2:45 – 3:00 Thursday Only Live session – Plenary	3:00 – 3:15 Live session – Plenary (Optional) or Assembly on Thursday only	
Y6	Live session - Registration & Introduction of the day's learning	Reading & Physical activity	Break	10:15-11:15 Maths (with pre-recorded video – accessible all day)	11:15 – 11:30 Live session – Drop in session (Optional)	11:30 – 12:00 Guided Reading (with pre-recorded video – accessible all day)	12:00 – 12:45 Lunch	12:45 – 1:45 English (with pre-recorded video – accessible all day)	1:45 – 2:00 Break	2:00 – 3:00 Foundation Subjects e.g. History/music/computing (with pre-recorded video – accessible all day)	2:45 – 3:00 Friday Only Live session – Plenary	3:00 – 3:15 Live session – Plenary (Optional) or Assembly on Friday only	

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?

- Ensure your child has the appropriate device, work space and routine to maximise their online learning experience.
- Report to the school if you notice your child is struggling to engage with online learning
- Report to the school if you do not own a device for your child to engage in online learning with, or you do not have enough data or internet at home. Work with the school to rectify this.

- Work with your child's teacher to ensure your child joins in their learning daily.
- Send an email or join in the drop in session with your child if you need clarification regarding your child's learning.
- Ensure all safeguarding procedures are adhered to whilst your child is online.

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

- Engage and encourage your child to join in daily registrations via google meet
- Answer to feedback or questions posed by your child in the google classroom
- Express how important it is for your child to join in a drop in session to clarify misconceptions
- Check classroom to see if your child has submitted their work daily and contact you via phone call or email if work is not being submitted – this will be done daily.

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. We will use elements of our marking policy like WWW and EBI to signpost pupils and move their learning on. Our approach to feeding back on pupil work is as follows:

- Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on pupils' learning.
- Support staff will support marking of certain work like quizzes, times tables, spellings like they would do in school and feedback.
- Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the Head Teacher as soon as possible.
- Teaching staff will monitor the academic progress of pupils with Special Educational Needs and Disabilities (SEND) and discuss additional support or provision with the SEND Lead Teacher as soon as possible.
- All written feedback will be given by Google Classroom
- Rewards, such as Merits, will be issued each week.

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:

- Offer a place in school either part-time or full time depending on the needs of your child.
- Offer one to one interaction with a teacher or support staff online or in a small group in school with Covid- secure precautions.
- Offer devices appropriate to your child's needs and affordable to the school.

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 an individual child/small group of children are accessing remote education due to isolating, they will access their learning from a specific Classroom set up on Google classroom. This room can only be accessed while they are isolating and is managed by the Remote Learning Leader. The tasks uploaded daily will match, where possible, those being taught in class.