REMOTE LEARNING AT BRABOURNE CEP SCHOOL

This information is intended to provide information to parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

The Remote Curriculum

SCENARIO 1: An individual child is self-isolating at home but the rest of the class is at school.

Where individual pupils need to self-isolate, but the majority of their peer group remains in school, work will be provided for the pupil/s. On the first day of absence, Covid activities A-E are available for the child to complete on Seesaw, provided the child is well enough. From the second day of absence, work will be set mirroring the lessons missed in class from the previous day onwards.

SCENARIO 2 Whole class/school is sent home to self-isolate

Work for the whole class will be set daily for the class to complete at home. This will follow the normal set timetable of the school day, where possible, and will cover all subjects. Where Critical Worker and Vulnerable pupils are in school, their learning will be facilitated by staff in school, using the same lessons on Seesaw.

The Remote Curriculum

We continue to follow our 2 year curriculum cycle, providing an ambitious and challenging curriculum, in line with our school vision and values. Teachers will plan high quality lessons which are well-sequenced, so that skills and knowledge can be built upon.
We provide full curriculum coverage for all subjects. Learning online continues to be ambitious and cater for learners' needs. The school follows the White Rose for Mathematics and the sharing of quality texts is a focus of literacy planning.

Remote Learning Platforms and On-line Resources

We use Seesaw for children in Early Years and Key Stages 1 and 2. The school utilises its YouTube channel to support learning, with videos recorded by teachers for input. Additional online resources are used to supplement learning. These include, among others, Mathletics, Letters and Sounds, Oxford Owl, Oak Academy, Phonics Play and Reading Eggs.

Teaching and Learning

Teachers plan for all subjects and an overview for the term is posted on the class pages of the school website. There are daily lessons or activities for the children to access, covering all subjects over the course of the week. The home learning day follows the same pattern of learning of a normal school day. Families can timetable these lessons to suit their own circumstances.
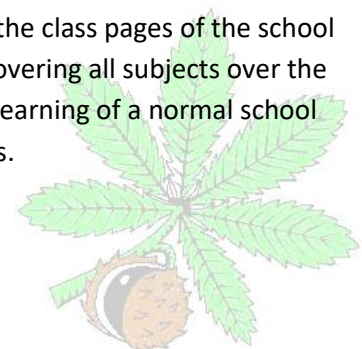
The teachers post teaching videos or signpost to other resources for some subjects, when appropriate, to provide a high quality input, which can be watched and re-watched. We also provide opportunities for enrichment activities e.g. games, challenges, etc. We use a focus text in English in all classes. Teachers will provide at least 3 hours of learning per day, as a minimum. However, we expect that remote education (including remote teaching and independent work) will take pupils broadly the same number of hours as a normal school day.

Expectations and monitoring of learning

Pupils are expected to log on and complete work daily. We would expect all children to access remote education wherever possible. How much they are able to complete, may depend on individual circumstances. Class teachers will be in contact to support families where it is felt this is needed. Where possible we would like children to work independently, although this will be largely dependent on the age of the child. Work can be completed at any time during the week – there is not a set time that work should be handed in. The work competed by pupils will be reviewed and monitored by teachers and the Headteacher. Where pupils are not engaging in their learning, a phone call home and a discussion with the parent/carer, will establish any barriers to learning and work on a solution.

Feedback

Regular, high quality feedback is given to the children on the work they produce by the class teacher, or teaching assistant, to ensure they continue to make progress. This may be written or verbal. Feedback is given to children who do not engage on the digital platforms via telephone calls or emails. 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. All work submitted will be reviewed by the class teacher and, where appropriate, individual feedback will be given via private comments on work. When the work is returned to children, they are able to see these comments, which may be verbal or written.

Safeguarding

All staff have read KCSIE 2020 and understand their responsibility for safeguarding. All staff have read our Remote Learning Acceptable Use Policy. A Designated Safeguarding Lead is always available for staff to share or report any concerns. Class teachers and the Headteacher maintain a record of children's engagement in remote learning. Staff monitor children to identify who may need additional nurture or support. We offer personalised support for our children and families, taking into consideration their circumstances and individual needs.

Provision of Resources

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:

Children who do not have access to devices to enable them to complete online learning are identified and DfE laptops or donated devices are offered where possible.
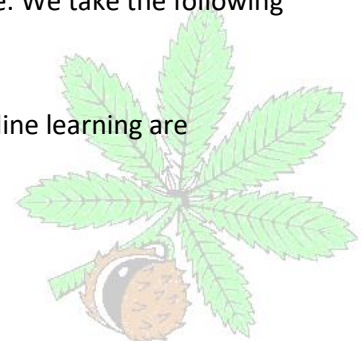
Additional resources are provided for families/individual children, such as workbooks, manipulatives or other learning resources. Routers are sourced from the DFE for families without Internet connection. Children who use other resources are encouraged to email work to the teachers for feedback.

SEND/Vulnerable Pupils

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:

- Personalised learning either online or in person, catered to individual needs.
- Working with families to encourage the child to be in school, where safe and possible.
- Extra support and feedback to be provided online by a Teacher and a TA.
- Safe and secure Zoom sessions for key pupils, in line with our Remote Learning policy.

Live Interaction and Communications

Regular communications to all families take place via Seesaw or the school's own communication system.
Individual messages (verbal or written) are targeted to children or parents needing support on Seesaw.
Telephone calls to any families where children are not regularly engaging with remote learning.
Weekly Zoom sessions will take place for each class, in line with KCC safeguarding guidelines, to promote well-being and class cohesion.