Blackwater Community Primary School

Remote Education Provision: information for Parents

January 2021

What is Remote Learning?

There are different definitions of Remote learning, but as a school, we use the term, Remote Learning, with this understanding:

- **Remote Learning:** *a broad term encompassing any learning that happens outside of the classroom, with the teacher not in the same location as the children.*

- **Online Learning:** *Remote Learning delivered through digital technologies.*

- **Blended Learning***: a mixture of face-to-face and remote methods*

- **Synchronous Learning:** *this is live. ;* **Asynchronous Learning,** *is when the material is prepared by the teacher and accessed by the child at a later date.*

- **Direct Tutorials:** *an explicit teaching of a set of skills, methods of demonstration. This may be done as a pre-recorded session, or to a larger number of children. This includes online resources such as: White Rose tutorials, National Oak and Seesaw direct tutorials, which will be shared with children and families.*

Remote Learning at Blackwater School

- ✓ *is aligned to the classroom curriculum as much as possible. Key skills are prioritised and other content is prioritised according to the ease of accessibility at home. This will mean that the curriculum in the classroom may be altered as a result in the period after Remote Learning.*
- ✓ *is carefully sequenced and builds on previous learning to move to the next step.*
- ✓ *is recommended to be divided into smaller chunks as it is harder for children to concentrate when being taught remotely. Short tutorials will be followed by exercise to practice the skills taught.*
- ✓ *still has assessment, feedback and practice at the core of the learning. A fortnightly 'big write' is taking place, also end of unit assessments for mathematics. As part of our online platforms, Seesaw and Tapestry, we give feedback within 12 hours, with praise and additional questioning to encourage deeper understanding or to challenge.*
- ✓ *encourage social communication as we recognise the importance of maintaining relationships, we hold to the core of our school ethos. Social communication can take place in the live class assemblies, live whole school assemblies or through the online platforms.*
- ✓ *may mean that the pace of coverage is slower than the classroom curriculum and this will be assessed through the learning in the tutorials.*

"Blackwater believes in making every second count" remains at the core of our approach. Engagement, and feeling part of the school community is important to the school throughout a period of Remote Learning; therefore, class assemblies, weekly newsletters, website and Facebook updates are all timetabled in.

Remote Learning will never replace the highly skilled and intuitive art of teaching within a classroom. The subtle nuances, rich learning atmosphere, responsive nature and impact can never be replicated. However, at Blackwater School, we believe that we can work hard at tailoring our approach to pedagogy, so that during a period away from school, we can

provide a quality of education that the school can be proud of while holding in high priority the emotional and mental well-being of our pupils.

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

Within 24 hours of understanding that your child is going to need immediate remote education, the family will get an email from the Headteacher with the learning overview for the week. Resources to support learning are available as they would be if children were isolated for a short amount of time (as in Stepping Stone One lockdown provision). During this time, school staff will be finalising arrangements for Remote Learning and, if necessary, providing for children of critical workers and children who are vulnerable .
We believe that learning takes place when there is interaction between child and adult: a constant learning conversation that is responsive to the children's needs.
Therefore, we intend to provide direct tutorials for the main learning, which is uploaded onto the online platform by 10am.

Children need to practice their skills, or utilise the knowledge that has been acquired and may be asked to complete additional tasks to support the learning. When these tasks are submitted to Seesaw /Tapestry, the assessment will inform subsequent planning. The tasks will be individually celebrated and learning extended where needed.
The learning will be sequenced, following the year group progression of skills. The learning will also be scaffolded in the best way that the platform of remote learning offers.

Online platforms

As well direct tutorials, children have access to online platforms:
- *Reading – hearing read (fiction and/or nonfiction) and being read to*
- *Maths Factor*
- *Spelling Shed*
- *Times Tables Rockstars*
- *White Rose Maths lessons*
- *Weekly Spelling lists (Year 1 -6)*
- *Home learning weekly overview grids (Years R-6)*
- *BBC Bitesize*
- *Oak National Academy*

There is additional information on the class pages on the 'Remote Learning section on the school website

*We would insist that **reading** is prioritised as a family: hearing children read and reading to your children (regardless of age). It would be helpful if reading continue to be recorded in reading diaries. We have signposted parents to the different free reading websites (including Borrow Box and Oxford Owls and also offered books to families where needed.*

Engagement, Feedback and Assessment

The expectations of Remote Learning are placed on the school website and will be emailed to families as soon as the school is directed to close class bubbles, or the whole school. Any amendments to the plan will also be emailed out as soon as plans are finalised. Changes may be necessary to respond to local or national direction.

We have a weekly monitoring sheet for all children to get to grips with who is accessing the remote learning and who needs support to ensure there are no barriers stopping the learning.

Class teachers will also contact parents if children do not submit any of their learning completed at home in the timeframe of a week. In EYFS, the class teachers will make phone calls to parents/carers who have not submitted any learning to Tapestry.

If children are unwell, parents/carers have a responsibility to inform the school, as they usually do if they were attending school.
The school remains available to support any family who is unable to access Remote Learning and will be able to put together a support plan to ensure that the child is involved in learning and taking up opportunities to make progress.

The direct tutorials are intended for children to take part without the support of their families. Feedback can take many forms and may not always mean extensive written comments for individual children.
Our approach to feeding back on pupil learning is as follows:
- *feeding back on learning submitted through Seesaw.*
- *planning of subsequent learning is adapted in response to learning submitted and knowledge gained in tutorials*
- *for EYFS using Tapestry, comments and dialogue following parental feedback*

Remote Learning and Study time each day

*During the time of 'school closure', school and parents/carers are accountable for the progress in learning over this period away from school. We expect all children to watch all direct tutorials for phonics, English and maths. In the Government guidance, it is clear that KS1 children should be learning for **3 hours** a day (or less if they are younger) and **4 hours** for children in Key Stage 2. This includes reading, learning activities, accessing the resources on BBC Bitesize, Oak Academy and White Rose, as well as watching out direct tutorials.*

Accessing Remote Learning

Once the bubble, or whole school, has been directed to close, the school will establish how many families will require devices to complete Remote Learning. We have already completed a device audit in the Autumn term but the offer is open to all families through emailing head@blackwater.cornwall.sch.uk
Children will be able to pick up the devices within 24 hours of the school being closed. Each adult will need to sign an agreement on collection of the device.
For families that do not have the internet at home or find it hard to print the resources at home, the school will provide weekly paper packs for children, which must be collected from school each Monday. This provides parents with all the resources for the week and children can use these, along with the direct tutorials to support their learning.

Additional Support for children with additional needs

We recognise that some children, for example some children 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. Each family has different needs and the school will work with the family to ensure that the children are supported in the best way possible.

Each child who needs additional support at home has as assigned adult from school to support them through their learning; through differentiated resources prepared, phone calls and videos to the family.

Remote Learning for children who are self-isolating / waiting for a test result, and are well enough to be able to access learning (Stepping Stone One)

- ✓ *A class home learning weekly overview emailed to parents by the Headteacher.*
- ✓ *The use of Seesaw / Tapestry APP to connect child / teacher for feedback.*
- ✓ *Optional Learning Pack sent to the home to support fluency and SEMH.*
- ✓ *Headteacher to contact family during the time off through emails / phone calls to support learning*
- ✓ *Parents to be signposted to the following online platforms:*
  - o *Maths Factor*
  - o *Spelling Shed*
  - o *Times Tables Rockstars*
  - o *White Rose Maths lessons*
  - o *Weekly Spelling lists (Year 1 -6)*
  - o *Home learning weekly overview grids (Years R-6)*
  - o *BBC Bitesize*
  - o *Oak National Academy*

Remote Learning for children who are self-isolating and are well enough to be able to access learning whose bubble has been closed (Stepping Stone Two)

- ✓ *A weekly overview emailed to parents by the class teacher.*
- ✓ *The use of Seesaw APP to connect child / teacher for feedback.*
- ✓ *Optional Learning Pack sent to the home to support fluency and SEMH.*
- ✓ *Weekly whole school celebration assemblies and class assemblies via Zoom.*
- ✓ *A number of pre-recorded direct tutorials sent to children through Seesaw to model certain learning objectives (these will be sent by 10am)*
  - o *Nursery and Reception: phonics, letter formation, mathematics and topic.*
  - o *Year 1 and Year 2: phonics, letter formation and topic.*
  - o *Year 3 and Year 4: handwriting, comprehension and topic*
  - o *Year 5 and Year 6: comprehension and topic*
  - o *All children – nighttime story from the Headteacher*
- ✓ *Teaching assistants to be assigned to specific children to support provision at the right level. Roles including: reading a story, daily contact with specific children, supporting feedback to class, preparing resources to support learning).*
- ✓ *Weekly newsletter to celebrate home learning and updates.*