



Southville Primary School

Remote Learning Statement

Ratified by Governing Body:	12 th January 2021
Future review date:	To be reviewed every four weeks following the implementation of remote learning.

Aims

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.

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?

- Teachers will provide home learning activities from the first day of remote learning. This comprises of: Zoom meets and work set via Tapestry in Early Years and Google Meets and work set via Google Classroom for KS1 and KS2.
- The Google Classroom assignments set will be done mainly through Google slides and Google docs. The school further supports children by providing video clips of learning opportunities and additional websites for games and resources.
- Each classroom provides a unique timetable for all children informing pupils and parents of the live lesson timings and other activities for the day/week.

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?

- Southville teachers plan lessons following the current term's medium term plans. The children will be accessing the same curriculum learning as if they were in school.
- Maths, English and Phonics lessons will take place daily for all children. After beginning the term with a focus on key computing skills and some consolidation of previous learning, the teachers will then focus on new learning and topics.
- We have needed to make some adaptations in some subjects depending on the resources needed for the lessons that may or may not be so readily available within the home environment.

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:

- All pupils will have a minimum of three hours work a day. Teachers will be available online for children throughout the school day, with live teaching sessions planned in.

- Every day, teachers start with a live 'morning greeting' where they will take a register, greet the class, offer words of encouragement, celebrate class achievements and share the timetable of the day.
- Initially there will be one live lesson a day and another opportunity to provide live feedback or to share work and learning.
- Teachers will share a timetable to help children, parents and carers plan their day.

Accessing remote education

How will my child access any online remote education being provided?

- All learning will be provided digitally and is therefore accessible through any of the following devices: laptop, desktop, iPad, tablet, Chromebook, mobile phone device, Playstation 4, Xbox. A camera is needed to support live lessons.
- Tapestry (EYFS) and Google Classroom (KS1 and KS2) are our main learning platforms and all children have access to their appropriate platform using a username and password. Other online platforms, like Times Tables Rockstars, are also being used regularly to support some curriculum tasks.

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:

TECHNOLOGY

- We have surveyed all families asking them to communicate with the school if they need support with technology provision.
- Families have informed us how many devices they need. The school has access to a limited number of devices for loan to families to support home learning. These have been distributed to families who requested a device.
- Due to a limitation on the amount of technology the school has, we currently expect that some children in home settings may have to share devices.
- We continue to source new devices to allow children to each have their own device.
- If you need a device to support your child, please inform the school office through southville.p@bristol-schools.uk or call us on 0117 353 4444.

INTERNET ACCESS – DATA

- We have surveyed families regarding internet access.
- The school can source sim cards with data available for parents who require internet access. Parents can use these by tethering the data to a Chromebook or inserting the sim card into their own compatible device.
- Sim cards are available on request through southville.p@bristol-schools.uk or by calling us on 0117 353 4444.

How will my child be taught remotely?

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

- Live lessons throughout the day with the whole class:
 - EYFS: Live Zoom Calls to class and small groups, providing explicit teaching opportunities for the following areas of Development Matters: phonics, literacy,

mathematics, personal social emotional development, communication and language, understanding the world, expressive arts and design.

- KS1 and KS2: A minimum of one extended live lesson a day in a core subject (Maths, English (Reading and Immersion leading into writing) & Phonics). All other curriculum subjects will be taught as timetabled on a weekly basis. Many of them will be incorporated through our 'immersive learning' assignments.

- Shorter live feedback or 'check in' sessions
- Pre-recorded videos to go through independent activities, outline success criteria, model learning and identify possible misconceptions.
- Videos will be used to support the teaching, utilising online resources such as NCTEM and White Rose. Video links are particularly useful for subjects that would normally include significant elements of practical work in the live classroom, for example PE and music.
- Lessons will be uploaded through Google Classrooms, allowing children to access the learning if they are unable to join the live teaching session.
- Breakout rooms or separate Google Meets / Zoom meetings are set up by LSAs, HLTAs and teachers to target identified children, ensuring progress in learning for all. Intervention timetables are monitored by Phase Leaders and Senior Leaders.
- Reading books pupils have at home and shared class reading.
- Live or pre-recorded assemblies for all children will be scheduled into the week (Monday and Friday).

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 all children to engage daily in the learning and activities we are providing - this is to ensure continuity and progress in the learning they are undertaking. As set out in the Remote Learning Guidance and Acceptable Use Policy, parents should support pupils by:

- where possible, providing children with a workspace that is quiet and safe, with an adult nearby to support if necessary (age appropriate)
- making sure your children are dressed appropriately
- ensuring face-to-face communication is only between teachers and pupils
- communicating with teachers via the school office if required.

Parents may not record lessons or share or comment on public forums about individual teachers.

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

Teachers will keep a daily register informed by seeing the children within the live lessons or in receiving work from children within Tapestry or Google Classroom.

Where engagement is a concern:

- The class teacher and support staff will make contact with families via email or phone depending on the nature of the concern.
- If this attempt remains unsuccessful a member of the school senior leadership team will make contact.
- All conversations will be recorded in the school's secure online records.

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:

- Submitted work will be acknowledged with simple comment or an explanation of the misconception and 'returned' by the teacher (for KS1 & KS2 the teacher will give more detailed feedback for at least one piece of written work each week). Common misconceptions will be picked up in feedback sessions or during the next live input.
- Group feedback sessions will take place via Zoom/ Google Meets to facilitate personalised verbal feedback.
- Self-assessment tasks via the learning platform (Google forms) will be used by teachers when appropriate – pre and post assessments.
- Verbal feedback will be given during live sessions or within small group meetings (run by teachers and support staff).
- Sharing work through the camera and on the teacher screen and receiving verbal feedback (particularly in EYFS and KS1)

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:

- Provide small group or 1:1 sessions with identified children.
- Differentiate learning activities so they are accessible to children's needs.
- Adjust pace and / or difficulty of sessions as required.
- Respond to the needs of children and families on a case-by-case basis.
- Provide resources/visuals to support online learning where possible.
- Liaise with professionals for further advice when needed.
- Check in with families regularly to support online learning.
- Offer in-school provision (including interventions) when appropriate.

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?

- Class teachers will post daily lessons and activities on the Google Classroom for the children self-isolating. These lessons and activities will mirror those taking place in school as closely as possible.
- Paper packs can be sent home if necessary.
- Chromebooks and internet access will be provided to children self-isolating if needed.

- Parents will need to take a more active role in supporting the child's learning throughout the period of isolation.