










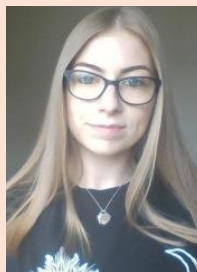


Rednal Hill Junior School

Remote Education Provision V2



Our Home Learning Team

Year 3	Mrs Clarke	Miss Sedgwick	Miss Hands	Year 4	Miss Edgerton	Mrs Graves	Miss Weir
							
Year 5	Mrs Harris	Miss Brown	Miss Piggott	Year 6	Mr Hewitt	Mrs Judd	Miss Maddams
							

Remote education provision: information for families

This information is intended to provide clarity and transparency to pupils and families about what to expect from **remote education** where national or local restrictions require entire cohorts (or pods/ bubbles) to remain at home.

What do we mean by remote learning or a remote education?

This is a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.

What do we mean by digital remote education?

This is often known as online learning (via the internet) and is a remote learning delivered through digital technologies requiring access to devices e.g. computers, tablets, phones, which have internet access.

Accessing remote education

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

RHJS will use the Microsoft Teams platform with which to deliver its remote learning offer. Every pupil has an individual Teams login and this can be made available by the schools office enquiry@rednalhilljuniorschool.com 0121 453 2520.

We have produced helpful guidance to accompany this approach which is available on the school's website and can be viewed by:

[Clicking Here](#)

Further Support:

- [Teams Home Learning help video](#)
- [Teams technical help notes](#)
- [Teams FAQ](#)
- [Home/school agreement for the use of the Microsoft Teams platform](#)

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 these pupils to access remote education:

- We will lend a laptop or tablet to pupils who do not have access to a device. Parents or carers can make a request by contacting enquiry@rednalhilljuniorschool.com or phone 0121 453 2520.
- If you have internet connection issues, we can give you a data SIM for your phone, free of charge. Again, for more details contact enquiry@rednalhilljuniorschool.com or phone 0121 453 2520.

As soon as you have made a request for either of the above, we will ensure that you are supplied with the device/internet support tool and this will be made available for collection within 24 hours.

The remote curriculum: what is taught to pupils at home?

What should my child expect from immediate remote education in the first day or two of pupils being sent 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. Within the period of the first day or two of a school closure, pupils will have contact with teachers from their year group. Whilst preparations commence regarding long term plans, within these 2 days, pupils will be expected to access their Microsoft Teams account and see:

- A teacher within their year group conduct a live register and provide an explanation of the day's tasks.
- Assignments (electronic worksheet) allocated to pupils which include pre-recorded videos and directed tasks. These tasks are to be 'turned in' (this means handed in/submitted electronically) by pupils for teachers to review the work and provide feedback.

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?

The aim of education is to deliver a high-quality curriculum so that pupils know more, remember more and build upon key skills. Remote education is still a way that we can achieve the latter and this means that **everything we know about what a quality curriculum looks like, still applies**. Our remote home learning offer:

- Is aligned to the classroom curriculum as much as possible, and where appropriate, to ensure that pupils are learning new content (as well as revising and practicing previously taught content).
- Will aim to ensure that lessons are carefully sequenced so that pupils are obtaining the building blocks they need to move on to the next step.
- Promotes the idea that curricular goals are made as explicit remotely as they would be in the classroom.

We teach the same curriculum remotely as we do in school wherever possible and appropriate; however, we have needed to make some adaptations in some subjects. For example:

- At times, the lesson structures used in school to deliver the core subjects (English, reading and maths) can be complex and difficult to deliver remotely; therefore, some lessons will be simplified in how the teacher delivers the learning content.

- Content is, where appropriate, divided into smaller chunks in order to keep the levels of engagement and interest for pupils high. These are followed up with practice exercises.
- At times, key objectives and skills within writing will be taught in isolation rather than within a genre of writing to avoid overloading pupils with multiple concepts and skills while they don't have their teacher available to call upon throughout the entirety of a written task.
- At times, key objectives and skills within maths will be taught in isolation rather than within a context to avoid pupils feeling overburdened with multiple concepts and skills. This explicit teaching will aim to ensure that lessons are accessible and cohesive.
- Some objectives will be taught in a different way, or delayed until school-based again, if resources for pupils are not readily available at home that would support them in their learning.

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 offer from RHJS (including taking part in remote live lessons and independent work) will take pupils broadly 4 hours each day in line with the DfE guidance. Pupils will be provided with a weekly timetable which will detail:

- Clear time allocations/slots for live lessons ('live' meaning a Teams meeting video call for their class)
- Times that teachers are expecting pupils to spend on their assignments/independent work
- A brief statement of what each lesson will cover/be about
- Details around any resources that pupils may need for lessons to support their learning.

This will be accessible on the class Teams page at the start of each week and will be made available on the school website.

How will my child be taught remotely?

Pupils will be expected to see the following daily:

- 9:00-10:00 Live register followed by live reading lesson
- 10:00-10:30 Break
- 10:30-11:30 Live maths lesson
- 11:30 -12:30 Live English lesson
- 12:30-1:30 Lunch
- 1:30-2:30 Foundation lessons assignment (every 2 weeks live topic lessons run on a Friday morning and take the place of the maths and English lesson. The reading lesson remains)
 - Topic Lesson expectations (lessons can be: live, pre-recorded or assignments)
 - Make sure you are drawing all content from our curriculum offer
 - The following are approx. timings. If you deviate can you please make sure that you make up:

- Science 1 hour a week (created for you by Rachael)
 - P4C 30 mins per week (created for you by Dialogue Works)
 - PE 30 mins per week (created for you by Tash)
 - Art 30 mins per week
 - PSHE/RE 1 hour on alternate weeks
 - Humanities 1 hour a week
 - Spellings 30 mins per week
- 3 x 10 min story sessions
- In addition, signpost parents and children weekly to:
 - Continuous provision
 - Bug Club
 - Times tables rockstars
- Pupil progress children targeted pm (possibly from 2:30 onwards, but to mainly fit with pupils and parents)
 - 1 x maths
 - 1 x reading.
 - Children chosen from across the mixed class set-up, i.e. Naomi draws children from 3NC & 0.5x3AY
 - 20 minute sessions
 - Target children a couple of times a week
 - No targeting during PPA afternoons
- A live register followed by a live lesson followed by a related assignment. These lessons will mainly be English and maths apart from one Friday in every two weeks where it will be a lesson in another curriculum area.
- A pre-recorded lesson, made by RHJS teaching staff, followed by an assignment.
- An additional curriculum assignment/activity
- Bug Club and Times Table Rockstars online access



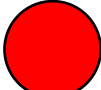

Pupils will be expected to see the following weekly (in addition to the above):

- 3 x 10 min pre-recorded/YouTube/live sessions reading sessions using a class novel
- 1 x Science activity each week
- 1 x Physical Education (PE) activity each week
- Additional 1 x 30 min spelling activity.
- 1 x Philosophy for Children activity
- Ongoing Activities – this will be continuous provision for pupils to access once their allocated work for the day has been turned in.

Resources:

- All worksheets/assignments:
 - o Have time allocations
 - o Are progressive using familiar language and symbols/stages

Mathematics	Do it	Twist it	Deepen it	Even deeper
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All other subjects (where possible)				

Engagement and Feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide for them at home?

- We actively encourage all our pupils to engage with the home learning offer as much as they can do and promote the daily 4 hours of learning activity.
- Parents can use the suggested weekly timetables to help to shape the structure of the day for pupils and to set clear routines and timeframes.
- We actively encourage parents to communicate with us to help support those pupils where levels of engagement are low, in order to provide support and suggested strategies to try at home.

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

- Each day, a live register will be completed by the teaching staff and any absences will be recorded.
- Where children are not seen to be accessing the 'Teams' home-learning platform, school staff will look to make contact with the family by telephone within 24-48 hours of the work being made available to children. School staff will look to provide guidance and support to assist families with access.
- Internal monitoring of the Microsoft Teams platform will be conducted by SLT regularly to measure engagement and analyse pupil activity which will be fed back to the Home Learning Team.
- If a pupil is seen to be persistently not accessing remote education, despite timely and repeated attempts from school staff to encourage and/or facilitate engagement, we will consult with parents about the provision of a school place.

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

Feedback can take many forms. Our approach to feeding back on pupils' work is as follows:

- Feedback should be provided for pupils that have 'turned in' the work before the next day in core and foundation subjects. Pupils are expected to 'turn in' their work during the school day.
- 1 lesson a day requires detailed feedback. Over the course of a week, a range of subjects will have had detailed feedback.
- All other work should have an acknowledgement that it has been reviewed by the teacher and written comments may be simple and give praise.

- Feedback will be accurate and reflective of the work that has been ‘turned in’. Teachers use their findings from the work submitted by pupils to plan and inform their future lessons.
- Pupils are expected to try and turn their work in by 3:30pm each day so that teachers have time to review the work. Any work that is turned in, past this time, on that particular day, will be reviewed by the teacher the following day. Any work that is turned in a day late, or longer, will not receive feedback.
- At times, pupils will be asked to complete an assignment that is a multiple-choice form and these forms will produce instant feedback to pupils.
- During live lessons, teachers will provide immediate feedback to pupils based on their contributions within the lesson. Teachers will also give verbal feedback based on work ‘turned in’ the day before.

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 learning?

We recognise that some pupils 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 additional resources to be used in the child’s home to support and enable access to remote learning.
- Support families and children in understanding the differentiated approach to assignments.
- Encourage pupils to use a variety of methods to communicate requests for help and support from their teachers when required by:
 1. Remaining on the call at the end of live lessons to speak to teachers.
 2. Engaging in individual group chats which are set up between teachers, teaching assistants and pupils with additional learning needs to share work and ask questions in an online space with a limited audience.
 3. Providing live ‘learning check-in’ sessions as and when required for individual pupils.
- Provide regular check-in phone calls from Pastoral members of staff for pupils with additional needs to discuss wellbeing and successful learning strategies.
- In the event of a predicted long-term closure, we will provide consultation telephone calls for all parents/carers of pupils with Special Educational Needs and Disabilities (SEND). The aim of the consultation meeting is to discuss and identify barriers to learning and develop an agreed action plan to provide support and suggest strategies to use at home while the pupil is learning remotely.
- Provide specific/personalised one to one live specialist teaching/interventions for pupils who require this level of support.

Remote education for individual self-isolating pupils

At times, individual pupils will need to self-isolate when the majority of their peers remain in school. In these circumstances, the school will:

- Send a bank of pre-recorded lessons and accompanying worksheets for pupils to complete – there will be enough work given to last the self-isolation period.
- Post the daily lessons to the individual Teams page of the child so that they can access it from home.
- Provide resources to support the pupils in completing their work (paper, workbooks, rulers etc).
- Pupils are encouraged to return any work to their teacher for review and marking.
- Encourage pupils to communicate through Teams and upload any work for daily feedback.
- Provide pupils with work that will allow them the opportunity to practice and consolidate basic skills work.
- Ensure that at least one activity a day is not a maths or English lesson so that they are receiving a variety of subject areas.
- Ensure that a member of staff will make a 'check-in' phone call home once a week.
- Ensure that pupils, on return to school, receive targeted intervention to catch them up.
- Any pre-planned, individualised intervention will still take place (through Teams).