



Crossley Hall Primary School



Remote Education Policy

At Crossley Hall we recognise the challenges that families have faced, and continue to face during this pandemic and we continue to endeavour to support you with your children's education, whether on our school site or when learning at home. During this time, we endeavour to provide the highest quality learning opportunities for ALL our pupils.

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.

Our Approach:

We all know that keeping children in good routines and continuing with regular learning during the period that schools are closed, is of great importance, as this will reduce the impact of school closures on children's education, as well as their mental health and wellbeing.

We simply cannot deliver the curriculum as we had intended whilst school or classes are closed. If this were possible, we would have no need for schools. In developing our approach to remote learning, we have worked together as a team of schools within our Trust, making the best use of our skills and expertise. Each school has an individual approach to their remote learning, an approach that is right for them and their pupils. Throughout these difficult times, our value of inclusion remains a strength, ensuring that every child makes exceptional social and academic progress as pupils catch up on lost learning time.

However, we understand that everyone's circumstances at home will be different. Some families have one child to support while others have several. Some families have one device to share while others may have more – and some things may work differently on different devices. Some parents will have plenty of time to help their children learn, while others will be working from home and may have much less time and some children will be able to work more independently than others or need greater challenge.

With this in mind, we offer a variety of daily remote-learning activities as per government guidelines but remain understanding of our families' personal circumstances. We appreciate that some families won't be able to engage with the full timetable, and in this case suggest they focus on key learning priorities to try to reduce the impact on children's core Maths and English skills. If you are at all in doubt, please speak to your child's class teacher.

Remote Learning in Reception

In the event that a whole class, key stage or whole school have to learn remotely, reception class teachers will post daily lessons on our remote learning platform - Google Classroom. Google Classroom provides remote learning for children through a mix of live Google Meets/pre-recorded video input, links to other website content and on and offline tasks all linked to the National Curriculum.

Each morning, the children are given the opportunity to join a Google Meet registration with a Class Teacher from their year group and some of their peers. This Google meet can be accessed either by smartphone, tablet or app. During this short session, the teacher will outline the lessons planned for that day and support them to engage in their learning. It also helps support a child's wellbeing and mental health.

The curriculum in reception is very different to the rest of school. This is because it is centred on a play-based approach. Families can choose to either learn using a laptop or tablet device if they have one at home or through a paper learning pack which is collected and returned to school each week. It is recommended that remote learning in reception is organised into short bursts of 20 minutes with plenty of time to play.

Children who have access to a device at home, will be able to come to a morning registration with their class teacher and friends. Registration is through Google Meet and can be accessed either on a smartphone, tablet or laptop.

Each week children will have access to:

- A daily registration with a member of staff from Reception.
- Daily phonics led by the Teachers or Teaching Assistants
- Daily Number session
- A range of activities linked to a story or topic
- Story time
- Interventions

In addition to the activities set by the Teachers, parents can supplement this learning with '50 Things to do before you're 5'. This suggests a wide range of low cost and no-cost local activities. This approach improves early language and literacy, motor skills and resilience. Parents can download the app by following the link below.



<https://bradford.50thingstodo.org/app/os#!/whats-it-all-about>

Remote Learning in Key Stage 1 (Year 1 and 2)

As children enter into Year 1 they move away from a whole curriculum based on play but to a mixed curriculum with additional focused activities. Families can choose to either learn using a laptop or tablet device if they have one at home or through a paper learning pack which is collected and returned to school each week.

In the event that a whole class, key stage or whole school have to learn remotely, class teachers will post daily lessons on our remote learning platform - Google Classroom. Google Classroom provides remote learning for children through a mix of live Google Meets/pre-recorded video input, links to other website content and on and offline tasks all linked to the National Curriculum.

Each morning, the children are given the opportunity to join a Google Meet registration with a Class Teacher from their year group and some of their peers. This Google meet can be accessed either by smartphone, tablet or app. During this short session, the teacher will outline the lessons planned for that day and support them to engage in their learning. It also helps support a child's wellbeing and mental health.

Throughout the morning the teacher will be actively available to provide learning support/ encouragement and feedback to individual children/whole class about their work through the Google Classroom platform. For children learning through paper packs, feedback is given weekly once returned packs have been reviewed by class teachers.

Each week children will have access to:

- A daily registration with a member of staff for the year group

- Daily phonics led by the Teachers or Teaching Assistants
- Daily Maths lesson
- Daily English lesson
- Weekly Science lesson
- A range of activities linked to a story or topic
- Story time
- Interventions

For children in key stage 1, we teach the same curriculum remotely as we do in school and provide children learning at home with a minimum of 3 hours remote learning.

Remote Learning in Key Stage 2 (Years 3 – 6)

Children in this key stage have the ability to be more independent, especially those in upper key stage 2. Remote learning for these children is delivered, with this in mind. Families can choose to either learn using a laptop or tablet device if they have one at home or through a paper learning pack which is collected and returned to school each week.

In the event that a whole class, key stage or whole school have to learn remotely, class teachers will post daily lessons on our remote learning platform - Google Classroom. Google Classroom provides remote learning for children through a mix of live Google Meets/pre-recorded video input, links to other website content and on and offline tasks all linked to the National Curriculum.

Each morning, the children are given the opportunity to join a Google Meet registration with a Class Teacher from their year group and some of their peers. This Google meet can be accessed either by smartphone, tablet or app. During this short session, the teacher will outline the lessons planned for that day and support them to engage in their learning. It also helps support a child's wellbeing and mental health.

Throughout the morning the teacher will be actively available to provide learning support/ encouragement and feedback to individual children/whole class about their work through the Google Classroom platform. For children learning through paper packs, feedback is given weekly once returned packs have been reviewed by class teachers.

For children in key stage 2, we teach the same curriculum remotely as we do in school and provide children learning at home with a minimum of 4 hours remote learning.

Each week children will have access to:

- A daily morning registration with a member of staff from the year group via Google Meet.
- Daily Maths lesson
- Daily English lesson
- Weekly Science lesson
- A range of activities linked to a topic with a focus on Geography/ History/ Art
- Interventions

Staff will monitor children's engagement with their learning and contact parents of those children not engaging to discuss how we can help. However, we recognise the need for flexibility in case parents struggle with technology or cannot support their child with particular subjects.

Frequently Asked Questions

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:

EYFS	Short bursts of 20 minutes of a directed tasks throughout the day with additional time for learning through play.
Key Stage 1	Minimum of 3 hours
Key Stage 2	Minimum of 4 hours

Each year group is provided with their own remote learning timetable on Google Classrooms.

What curriculum are you teaching now that school is closed?

School is currently open to the children of critical worker children and those children who are seen as vulnerable. Learning in school is the same as learning at home and is centred on the National Curriculum. Teachers and school leaders have worked together to select learning that is more approach for remote learning at this time and we revisit any areas of the curriculum that are missed when all the children are back in school.

Accessing remote education: How will my child access any online remote education?

Google Classrooms is Crossley's main platform for remote learning. Live meetings take place through Google Meet. Within Google Classrooms, pupils may experience learning on Google Docs, Google Slides, Google Meet and Google Draw. Collaboration between pupils for their learning may take place on the Jamboard application which teachers will link into Google Classroom. Pupils may at times, use other software such as Purple Mash, Bug Club, Oxford Reading Owl and MyMaths.

If my child does not have digital or online access at home, how will they be supported 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:

- Support to access Google Meet via smart phone or other suitable device such as X-Box
- The loan of a laptop device dependant on the number of devices available.
- Free data to connect online.
- Paper learning packs which can be returned to school to allow feedback from the teacher.

How will my child get feedback on their learning?

For children who are able to access Google Classroom and join the morning registration, feedback will be given verbally. Where there are individual misconceptions in learning, teachers will arrange to work with children either via Google Meet or on the telephone.

For children accessing their learning through paper learning packs, feedback will be given once their learning pack has been returned and reviewed by the class teacher. Feedback will then usually be given via telephone.

How will teachers help my child engage with their learning?

Teachers and staff in school will be in regular contact with your child. They will be checking how they are getting on and be there to support them via telephone.

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

- Pupil engagement is monitored by the class teachers through work submitted on Google Classrooms, through welfare/learning calls and Google Meets.
- Where there is not engagement with these methods, the family is communicated with to support any challenges. The prime aim of the school is for all families to be fully engaged and to support the emotional well-being of all family members.

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:

- Feedback can take place verbally through the Google Meet sessions.
- Written feedback through private comments or suggestions takes place each lesson.
- Adults may directly support on the Google work document or provide feedback following the lesson.
- Feedback can be provided via welfare/learning calls.

How can I support my child's learning at home?

To support parents, each class has been provided with an example timetable to help you organise your time. Trying to keep some kind of routine will really help you as time goes on. We understand that balancing home life with work or home life with remote learning can be a challenge. If you need any additional support, you can contact school via the school office or through your year group dedicated email address. In addition, you can speak to an adult in school when they ring home each week.

How is my child protected when working online?

Staying safe online is a priority. Our Safeguarding expectations have been communicated to parents and pupils through a remote acceptable use policy in order to ensure the safety of all pupils and staff whilst using this online platform. This can be found on the school website. Please inform school straight away if you have any concerns regarding online safety or safeguarding of any nature. We would recommend children are monitored when using such websites as you tube to support their home learning.

What if my child has additional needs of an Educational Care and Health Plan?

We recognise that some pupils, for example, 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:

- Weekly calls from the Class Teacher and or SENDCo to provide additional support in facilitating learning at home.
- Differentiated work is provided to match pupil ability.
- Interventions have been designed for individual children. These are sometimes supported and delivered by a TA.
- Additional online resources if appropriate.
- Personalised curriculum support for children with an Education Care Health Plan