Rookery School
Remote Education Offer
January 2021

Remote education provision: information for parents

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

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

What is remote education?

There are different definitions out there, but these are the ones we will use here:

- Remote education: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- Digital remote education: often known as online learning, this is remote learning delivered through digital technologies.
- Blended learning: a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happen in class.
- Synchronous education: this is live; asynchronous education is when the material is prepared by the teacher and accessed by the pupil at a later date.

Some common myths about remote education

Some unhelpful myths exist about remote education, which are not based on evidence.

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These include that:

- remote education is fundamentally different to other forms of teaching/learning
- remote education is a different curriculum/offer to the content that would be delivered normally
- the best forms of remote education are digital
- the best way to deliver remote education is through live lessons

Remote education is not the same as digital education. Sometimes, it may be more effective to deliver remote education through worksheets or a textbook. Rookery will provide workbooks and learning packs for any children having difficulties with internet access. If digital poverty is preventing children from accessing education Rookery will support children by loaning iPads, and routers. Disadvantaged pupils will be prioritised for technology loans.

Rookery's digital platform is one that parents and children are very familiar with; Dojo.

Dojo is also used for two way communication with parents.

- Parents can message their child's teacher

- Parents can message the Headteacher or Deputy Headteacher

- The Headteacher and Deputy Headteacher can message all parents updating them at least weekly around learning, free school meal vouchers and government Covid-19 advice.

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?

Since September 2020 Rookery has operated a blended approach to learning using our digital platform. A blended approach means children access their learning from digital platform whilst in school. The digital platform has also been used to set homework. This has prepared children and families for longer periods of remote learning.

Consequently children should be able to access the digital platform immediately in the event of self- isolation or wider school closures.

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?

Your child's class teacher knows your child best, therefore we have made a conscious decision to continue with our bespoke Rookery Curriculum as far as possible. This means that the learning will be designed by your child's class teacher and posted on Dojo.

Key principle behind our remote learning offer is that children must make progress. To make progress children must have new content:

It is harder for pupils to concentrate when being taught remotely, so content is divided into smaller chunks. The teacher may produce clips of themselves modelling new content which may be followed by exercises or retrieval practice.

However there is still a place for daily practice and consolidation for example;

- Multiplication
- Number bonds
- Spelling rules
- Vocabulary
- Phonics
- Handwriting
- Speed reads/fluency
- Summarising

Remote education should still adhere to the following good practice embedded in our curriculum and teaching (Rosenshine Principles see below):

- Review prior learning
- Direct instruction/modelling
- Guided
- Independent
- Checking/assessing understanding.

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:

Key Stage 1	3 hours per day
Key Stage 2	4 hours per day

How will my child access the remote learning?

Digital remote learning will be accessed through our usual digital platform, Dojo.

Children have been following a blended approach since September 2020 so are familiar with completing learning on the platform, both in the classroom and at home as homework.

Dojo can be accessed from an iPad, laptop, smart phone, or games console (X-Box or PlayStation- instructions provided on Dojo School Story)

Children are also asked to continue to use the websites that they use in school e.g. Mathletics, My Maths, phonics clips from Read Write inc.

Your child will take their class novel home or be provided with online reading material, which the teacher will use to set reading tasks and teach strategies.

If you have difficulty accessing your child's learning, portfolio or need your child's password for any of the websites above; firstly please message your child's teacher through Dojo

or email; enquiry@rookeryschool.co.uk Include your child's name and class in the message.

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:

If you are having difficulty with obtaining a device (iPad) for your child we have a small number of devices that can be loaned out. Priority will be given to Disadvantaged Pupils (children entitled to Pupil Premium funding)

If you do not have an internet connection we also have a small number of routers that can also be loaned out. Workbooks can also be provided.

If you are having difficulty with internet access the Dojo App can be downloaded on a smart phone. Children can upload learning outcomes to their Dojo portfolios by uploading a photo taken on a smart phone.

For help with any remote learning issue message your child's class teacher or Ms Samuel, Deputy Headteacher on Dojo.

How will my child be taught remotely?

Some examples of remote teaching approaches:

- Tasks and explanations posted on Dojo.

- Recorded teaching (e.g.video/audio recordings made by teachers)

- Live feedback session on core subjects. A link to a Microsoft Teams meeting will be posted on Dojo class story.

- Learning packs produced by teachers (e.g. workbooks, worksheets). This may be necessary until we can support you with online access.

- Textbooks and reading books pupils have at home

- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g Mathletics, My Maths, Read Write Inc Phonics.

- Project work and/or internet research activities.

Live lessons aren't always best especially for younger children -Ofsted Jan 21

- There are some specific difficulties in doing live lessons. It can be hard to build in interaction and flexibility.

- This means that giving feedback can actually be less effective than when we use recorded lesson segments followed by interactive chats, or tasks and feedback. Using recorded lessons means that your children can watch and re-watch to understand the task and the modelled examples.

- Because evidence suggests that concentration online is shorter than the length of a typical lesson, filming a classroom lesson is ineffective.

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?

Feedback, retrieval practice and assessment are more important than ever

Learning isn't fundamentally different when done remotely. Feedback and assessment are still as important as in the classroom.

This immediate feedback can be given daily through:

- Dojo messages where your child may be asked to 'have another go' and improve their outcome.
- Live feedback sessions. A link will be placed in the child's Dojo class story to join a Microsoft Teams feedback session. The child will bring their learning outcome and the teacher will feedback and move the learning forward. Children will have Maths, Reading and Writing live feedback session weekly.

Peer interactions can provide motivation and improve learning outcomes. There will be one live session per week which is a Personal, Health and Social Education Session (Jigsaw).These sessions will also help pupils maintain their social skills through peer and teacher interactions. This makes 4 live feedback session weekly.

It is important for teachers to stay in regular contact with pupils. This also gives a perception that teachers are 'watching' while pupils learning remotely.

Engagement increases when pupils feel part of the school. As well as live feedback sessions, whole-school digital assemblies also encourage participation.

- Whole school digital assemblies, celebrating learning outcomes and focusing on Rookery traditions such as 'Star of the Week' will be uploaded every Friday. Here children will be able to see their teachers talking about the week's learning and choosing their 'Star of the Week'.

Children must:

- Engage in remote learning every day and upload their learning outcomes to their Dojo Portfolios for feedback daily.
- Teachers will prompt children through Dojo messages to engage. If they do not teachers will call the child's home.
- Ask your teacher for help if you need it – they are online with you all day.

Parents please:

- Provide a quiet place for children to work and engage with them in the learning, as much as you can.
- Establish a routine of getting up early and use the timetable provided to pace the day.
- Encourage, reward and give them plenty of learning breaks.
- Do not put too much pressure on them or yourselves
- Ask for help if you need to – we are always here to help you.

We believe that a 'Flipped Learning Model' will be highly effective for our children.

In this model:

- New content is taught through online tasks, recorded explanations and modelled examples. This allows children to watch the recorded learning at a time appropriate to family circumstances and re-watch for clarity. It is an inclusive session that all children can access (asynchronously)
- Tutoring and feedback are then done as live sessions at set times (synchronously)

Rookery's remote offer needs to be as inclusive as possible. We believe we can achieve this be offering a mix of recorded sessions, live sessions, websites and published workbooks.

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

Teachers will be online daily between 9am and 3.30pm and a timetable will be provided to help your child organise their time.

Teachers will be prompting and messaging children daily to upload the learning outcomes.

Children up load work daily to their portfolio and will provide feedback. If children do not engage or upload work on Monday or Tuesday, teachers will call parents and speak to the child to establish what support is needed.

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

Our approach to feeding back on pupil work is as follows:

Learning isn't fundamentally different when done remotely. Feedback and assessment are still as important as in the classroom.

This immediate feedback will be given daily through:

- Dojo messages where your child will be asked to 'have another go' and improve their outcome.
- Live feedback sessions. A link will be placed in Dojo (Class Story) to join a feedback session. The child will bring their learning outcome and the teacher will feedback and move the learning forward. Children will have Maths, Reading and Writing live feedback session weekly.
- Websites such as Mathletics give children instant feedback on their performance.

Peer interactions can provide motivation and improve learning outcomes. There will be one live session per week which is a Personal, Health and Social Education Session   (Jigsaw).These sessions will also help pupils maintain their social skills through peer and teacher interactions.

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.

For children with SEND/EHCP a different and individualised approach may be necessary.

Children and families from the ASC Base are supported by skilled staff to continue to access education in school during any periods of national school closures.

If children are self-isolating staff have an individualised approach to support children with a mix of workbooks and online learning. Families are supported with children's eating, sleeping and sensory needs through phone calls.

Reception and Nursery.

Our youngest children engage well with remote learning with almost all families uploading learning outcomes to their child's portfolio. The teacher feeds back on outcomes daily.

A mix of learning activities to engage the children are posted daily:

- Recorded sessions where the teacher models learning activities.
- Recorded story telling sessions.
- Recorded phonics sessions.
- Art activities for parents and children.
- PE activities.
- Online reading books.

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.

Children who are self-isolating will be provided with:

1. A selection of the lessons taking place that day.
2. Activities for practice and consolidation for example:

- Multiplication
- Number bonds
- Spelling rules
- Vocabulary
- Phonics
- Handwriting