

John Keble Church of England Primary School

Remote education provision: information for parents

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

At John Keble School, in such circumstances, we teach the same curriculum remotely as we do in school every day. We have adapted our PE content and our music content to better suit remote teaching as some of the resources required are not available at home.

The school uses Google Classroom as the main platform to teach and submit work in Key Stage 1 and Key Stage 2. The platform Tapestry is also used in EYFS.

The school provides a laptop or ChromeBook to enable every child to access the full curriculum and SIM cards to provide data where there is no WiFi available.

Key Stage 2

Our remote learning provision for Key Stage 2 includes a comprehensive timetable of online lessons. The school prides itself on its broad and balanced curriculum and our remote offer is the same timetable as if present in school. Each day consists of at least four hours of live lessons.

Hour long live lessons for reading, writing and maths take place daily. The smaller intervention groups for these core subjects are taught live. The learning remains highly tailored and targeted to meet the children's needs. Spelling, R.E., history, geography, computing, D.T., art, class worship, Spanish, music and P.S.H.E. lessons are also taught live weekly. Our specialist Spanish, P.E. and music teachers continue to deliver their lessons. Each lesson is accompanied with differentiated independent tasks for the children to complete. Teachers stay online as the children complete their individual assignments so that they can share and ask questions. During this time, the teachers view the children's work to check their understanding and give live feedback. Children then submit their work on Google Classroom to receive annotated feedback, tasking the children to correct/redraft and then re-submit. The teacher uses this work to assess common misconceptions that will need to be addressed in the next lesson and also to identify individual children/small groups to have breakout sessions with.

PSHE lessons about physical and mental health have been prioritised and students have been sharing ideas with each other about things that have helped them keep happy at home. The children enjoy sharing thoughts for the day, riddles and poems. We also provide a 'golden time' meet session for children, where they can catch up and socialise with their friends and class teacher.

Short regular screen breaks are scheduled through the day. During times when the children are not in live lessons, children have been given suggestions of creative activities to do off screen, involving art & craft, cooking/baking, music and reading as well as further educational resources online including touch typing practice, coding, links to authors' podcasts and educational wildlife

programmes. Individual tasks, collaborative games and quizzes are created by both teachers and pupils on quality online platforms including Mathletics, Spelling Shed, Oxford Owl and Quizshed.

Additional enrichment activities (including extension, project based and research tasks) are posted on Google Classroom to continue to quench the children's curiosity and deepen their learning. Pre-recorded or live story times are broadcast daily. The children's newspaper, First News, to which the school subscribes, provides the children with the opportunity to read for purpose and prompt discussion with their families about current events as well as comprehension and puzzle activities, is posted weekly. A home learning grid with ideas for further activities to support the term's topic is also posted, in keeping with normal term time practice.

The children view two assemblies per week (pre-recorded by the Headteacher or another member of the senior leadership team). Mass sermons are viewed via Google Classroom. Songs of Praise takes place with the songs and lyrics for the session posted on the Google Classroom for children.

Key Stage 1

Year 2

Our remote learning provision for Year 2 includes a comprehensive timetable of online lessons. The classes follow the same timetable as if present in school. Each day consists of at least three live lessons with an additional live story time and "circle time" discussion at the end of each day.

English (incorporating spelling, grammar, reading and writing) and mathematics lessons take place daily; lessons are 1 hour each. Smaller intervention groups for these core subjects are also taught live for identified pupils, including targeted phonics activities and number facts. The learning remains highly tailored to meet the children's needs. R.E., history/geography, class worship, music and PSHE lessons are also taught live weekly. Our specialist P.E. and music teachers continue to deliver their lessons live, with additional P.E. lessons and activities pre-recorded and posted on the Google Classroom platform to encourage daily movement and exercise. Every lesson across all subjects is accompanied with differentiated independent tasks for the children to complete and opportunities to interact and manipulate objects on the slides in real time. Teachers stay online as the children complete their independent work, viewing the children's work where possible and checking their understanding. In the main, children's independent work is drawn and/or handwritten to encourage and develop the children's fine motor skills rather than typed. Children then submit their independent work on photographs via Class Dojo or the Google Classroom portal if parents prefer. This work is marked and returned to the students with comments/corrections and is used to inform planning of future sessions. Short regular screen breaks are scheduled through the day.

Additional activities are posted daily on Google Classroom and via other quality online platforms including Mathletics, Spelling Shed and Quiz Shed. These activities are individually assigned to each child based on their current attainment levels and children's engagement levels with them are monitored weekly.

The children view two assemblies per week (pre-recorded by the Headteacher or another member of the senior leadership team). Mass sermons are also viewed via Google Classroom. Songs of Praise takes place with the songs and lyrics for the session posted on the Google classroom for children.

Each day finishes with a 45 minutes story time and discussion/circle time to ensure the well-being of each child. The children are given an opportunity to talk to each other at the end of this session every day and socialise. This is overseen by the teacher. In total the children receive 3½ hours of daily live interaction with their teachers and a further 1 hour and 15 minutes scheduled for app-based learning each day.

Each Friday evening, additional mathematics activities and reading activities are posted as optional homework for families as per the normal term time format. The mathematics work complements the topics covered that week. The reading activities are taken from the children's newspaper First News, to which the school subscribes and provides the children with the opportunity to read for purpose and prompt discussion with their families about current events. A home learning grid with ideas for further activities to support the term's topic is also posted, in keeping with normal term time practice.

Year 1

To best facilitate our remote teaching offer, each Year 1 class is split in half into Group 1 and Group 2. The class teachers then live-teach every lesson twice, once to each group. The smaller group size allows for more effective targeted teaching, learning and assessment to take place. Each child accesses three 25 minute live lessons per day: maths, a writing lesson linked to Topic and a phonics lesson in a small group. At the end of each of these sessions, class teachers set a task to be completed and uploaded to the classroom. Children receive a music lesson (pre-recorded) as well as P.E. activities to complete. Children have one live R.E. and live P.S.H.E. lesson per week in addition to the three core subject lessons. Each day the class teachers read a story live, modelling reading strategies and asking questions to the children. Timetabled interventions are taught remotely too.

The children view two assemblies per week (pre-recorded by the Headteacher or another member of the senior leadership team). Songs of Praise takes place with the songs and lyrics for the session posted on the Google classroom for children

Early Years

Reception

To best facilitate our remote teaching offer, each reception class is split into Group 1 and Group 2 with half the children in each group. The class teachers live-teach every lesson twice, once to each group. The smaller group size allows for more effective targeted teaching, learning and assessment to happen. Three live lessons take place daily in phonics, literacy and maths, lasting 20 minutes each. The children are then asked to complete a small task at the end of these sessions and asked to upload it to either Tapestry or the Google Classroom. The children also have one live R.E. lesson per week, one live music lesson, one live P.E. lesson and two circle time

sessions. The teachers and teaching assistants also record themselves reading texts and asking questions about the text which are shared to the classroom at specific times for children to access.

Additional directed tasks, linked to the live lessons, are put on the Google Classroom wall and on Tapestry for children to complete.

Throughout the day, children with EHCPs, SEND or intervention groups are taught by a familiar adult in a separate Google Classroom, in order to undertake tasks relevant to their learning needs.

Nursery

Our remote learning offer in nursery consists of daily pre-recorded phonics lessons, a weekly pre-recorded mathematics lesson and a set of activities based around a chosen book of the week. This set of activities covers all the areas of learning and is accessible on Tapestry or the school website. All children receive a weekly call from their class teachers to discuss the child's welfare and learning.

Children with Special Educational Needs

Our remote learning provision ensures that our specialist teaching interventions for children with additional needs continues. Children are invited to separate Google Classroom sessions to undertake tasks which offer appropriate levels of challenge and to ensure continuity of learning. These may be in the form of small group sessions of five/six students or on a one to one basis (for example to work on individual speech and language therapy outcomes). Throughout the day, children with Education, Health Care Plans have personalised sessions with an adult familiar to them. Children who require practical resources to support their learning and interventions (for example fine motor skills) have these resources delivered to their home address on a weekly basis.

Across the school, our school therapists and the Wellbeing & Emotional Support Team (WEST) continue to work with children remotely.

External agencies which work alongside our students and colleagues also continue to deliver their services remotely. These include the speech and language therapist, occupational therapist, Brent Outreach Autism team, CAMHS and the Paediatric Child Development service.

Assessment

Teachers use formative assessment opportunities during live lessons daily, as is normal practice.

These comprise:

- Feedback marking across Key Stages 1 & 2.
- Targeted questioning.
- Cold Calling.
- Peer responses to other children's contributions.
- Oral feedback during and after lessons.

- Use of digital technologies (annotated screen clippings/Pear Deck application/Class Dojo) to communicate electronically with children and families.
- Digital “Breakout” rooms.

Summative assessments in Upper Key Stage 2 mathematics and reading lessons inform gap analyses prior to future learning.

In EYFS, teachers are providing next step marking on Tapestry.

Engagement and Participation

As every child has been offered a laptop and internet access, the expectation is that children attend every lesson and submit all the assigned work. Attendance and punctuality at every live lesson is recorded by staff on our Google Platform. If a child is unduly late or absent from a lesson, the school office will call immediately to try to discover the reason for the absence. If this occurs several times, the assistant headteacher/phase leader will phone to discuss the matter with the parent. Any child who is repeatedly absent from lessons over several days will prompt the senior leadership team to review, on a case by case basis, whether the child ought to be encouraged to attend school in person.

Parents are expected to support the school routines, by ensuring that their children are up, awake, alert and ready to participate in lessons, with their laptops and cameras on.

Praise postcards are posted to one child from each class weekly (selected by the teacher) congratulating them on their participation, progress and effort.

Remote Education for self-isolating pupils

In Year 2-6, children will join their class in school via Google Meet. Year 1 will join their in-school classmates for the carpet input sessions. Assignments will be set for children via the Google Classroom platform to complete at home.

For P.E. and music sessions, children will be directed to Oak Academy and high-quality BBC Learning activities.

EYFS children will be set three pre-recorded sessions per day to support phonics, literacy and mathematics.

Children with Educational & Health Care Plans will receive bespoke live lessons (at least 3) per day. Physical resources, where appropriate and available, will be sent home to support learning needs.