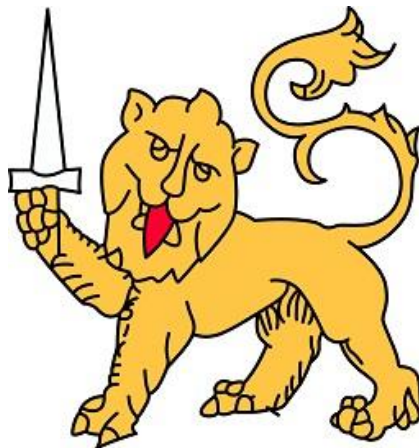


Federation Remote and Blended Learning Information for Parents.

Aylestone School federated with Broadlands Primary and Withington Primary



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 where national or local restrictions require entire cohorts (or bubbles) to remain at home. It should be read in conjunction with our remote learning policy

The remote curriculum: What is taught to pupils at home

We teach the same curriculum remotely as we do in school, with necessary adaptations to delivery

We will ensure that teaching/delivery/assessment staff are timetabled to support blended learning when a whole cohort of learners are working remotely by:

The provision of relevant, developmental written work, or reading or practical work for each subject area and each year group which enables students to make continued progress.

Regular instruction from staff, with the ability for students to ask questions of their teachers in real time either through questioning or a call according to an agreed timetable

The opportunity for students to have their work assessed by their teachers and receive feedback on it.

Any provision of remote learning to achieve these three aims is provided following the results of surveys to determine the access students have to the internet at home. However, we cannot assume that everyone has access to printing facilities, so any work set and submitted for assessment will be entirely electronically set and distributed except for those pupils who have no means of access to such work – in these cases we will work with families to issue and lend devices such as laptops and tablets to support online learning

At Aylestone School

Work will be set, submitted for assessment and assessed through the online platform: Microsoft Teams (from iPad application or <http://teams.microsoft.com/>) or Show My Homework

Microsoft Teams is a collaborative platform which allows for contemporaneous, real-time communication and sharing of resources between teachers and their classes. Every member of the Aylestone School community has been set up on Teams.

(a) Short-Term Closure – either whole class or year group/ whole school

In Aylestone School, for short-term closures (up to 2 weeks) departments will set tasks via SMH. This work will also be made available through Teams. Tasks will be set for each year group in each subject according to the school timetable.

The pages containing these tasks will become live in the event that a school closure is announced, and students and parents will be notified of this by email.

If the school has to re-close after a period of reopening but has already been in short-term closure previously, then they will proceed straight to the long-term closure plan for distributing work.

(b) Longer-Term Closure – 2nd or subsequent local lockdown or longer -term lockdown

In the event that the school is closed for longer than 2 weeks, the school will move to a model by which faculties will set and make work available via designated classes on Microsoft Teams following the timetable with 'live' (see section (i) below for explanation) contact with teachers. This will cover 5 hours a day.

Tasks will be set by individual teachers to their own classes or by HOF to their faculty classes. This work will follow the curriculum to allow knowledge and skills to be built incrementally and will include frequent clear explanations of new content through teacher delivery and high-quality content, with the opportunity for interactivity, discussion and the opportunity to apply new knowledge. Support will be available from teachers and support staff to allow pupils with SEND to successfully access remote education

The school reserves the right to vary the methods described above in the light of developing situations surrounding the reasons behind any closure.

(i) Live Sessions

Students are expected to follow their normal timetable (it will be communicated at the start of the period of closure whether that is the timetable followed in school or a hybrid model). Teachers are expected to have an online presence via Microsoft Teams at the time they would normally have a lesson with that year group to be available for students to ask questions. This may be achieved through live chat via the Teams channel. There is no expectation for staff or students to broadcast audio or video using Teams in every lesson, but they may wish to pre-record audio or video to send for the group to use in conjunction with a PowerPoint, or written instruction.

Students are required to take part in the live lessons that are available if they are well enough to do so and if they have suitable access.

At Broadlands and Withington

Scenario 1 - Individual or small group remote learning

This will apply where an individual is having to self-isolate either because they or a member of their household is displaying symptoms of Covid-19 but the pupils are well enough to complete work.

Work will be set via loom (see below) before 9 am each day and will include the full day's learning.

Children will be given a minimum of three learning tasks a day and this will include English, Maths and a foundation subject. In Early Years, this will be a phonics, maths and knowledge learning.

Completed work should be submitted to teachers using Class Dojo. Work can either be scanned in or photographed.

Teachers will provide feedback where appropriate the following day via class Dojo.

Where pupils are absent for more than 3 days, families will be contacted by teachers via a telephone call (this will include a conversation with the child) and will be called again every 3 days.

Scenario 2 – Whole class remote learning

This will apply where a whole class bubble is having to isolate or where there is a local or national lockdown.

Work will be set via loom (see below). Some work will be available before 9am and additional learning tasks may be added throughout the school day in line with the children's normal timetable.

Completed work should be submitted to teachers using Class Dojo. Work can either be scanned in or photographed.

Teachers will provide feedback where appropriate the following day. This may be whole class feedback at the start of a loom learning video or individual feedback through Class Dojo.

Throughout the normal school day, teachers will be available to contact through Class Dojo to answer any questions related to the children's learning.

Families will be contacted by teachers once a week via a telephone call (this will include a conversation with the child).

Loom lessons:

Loom is a video editing and sharing platform that allow individuals to record from their computer and upload the content to the internet. Teachers can use it to record their screen to share PowerPoints or to record from a visualizer to demonstrate practical work.

Each Loom lesson will consist of a short video presentation from the teacher introducing the learning task to the children.

A link to the video (along with the access password) will be shared using Class Dojo

Microsoft Teams

The majority of remote learning in the Primary setting will be done through loom with pre-recorded lessons. There may be occasions where 1:1 or small group 'live learning' is required for example to meet the objectives set out within an Education, Health and Care Plan.

In instances where Microsoft Teams is being used, parents and carers will be contacted via Dojo to arrange a suitable date and time and also to share log in details.

Paper based learning:

Whilst we would hope to support families as much as is practicably possible to ensure that all children have access to remote learning via Dojo and Loom. There may be some instances where this is not possible. In this instance, parents and carers should liaise with their child's class teacher to make individual arrangements for paper-based learning tasks that should closely follow what is being taught to all other children.

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 a day
Key Stage 2	4 hours a day
Key Stage 3 and 4	5 hours a day

Accessing remote education

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

At Aylestone

Work will be set, submitted for assessment and assessed through the online platform: Microsoft Teams (from iPad application or <http://teams.microsoft.com/>) or Show My Homework

Microsoft Teams is a collaborative platform which allows for contemporaneous, real-time communication and sharing of resources between teachers and their classes. Every member of the Aylestone School community has been set up on Teams.

At Broadlands and Withington

School will be using Microsoft Teams, Loom and Class Dojo for remote learning. Work will be provided each day for 4 hours at KS2 and 3 hours at KS1

Loom does not require an account but Microsoft Teams and Class Dojo do. There are only certain circumstances when Teams will be used at the primary school; parents and carers will be contacted individually to give them details of how to log in to Teams. All parents and children have been given their access details for Class Dojo. If you do not have this, please contact the school office.

Due to the nature of the current situation, we may need to invoke our remote learning policy at short notice. For this reason, we would ask that parents and carers have general stationary resources (such as pens, pencils and work books) available at home as we may not be able to provide these to children.

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:

At Aylestone, Broadlands and Withington:

We will issue or lend laptops or tablets to pupils, and parents or carers can find more information on how to request this reading the letters sent home and by contacting the school

We will issue or lend devices that enable an internet connection (for example, routers or request for increase in mobile data allowance. Request for routers also made), and parents or carers can find more information in the letters sent home and by contacting the school

At Broadlands and Withington -Paper based learning:

Whilst we would hope to support families as much as is practicably possible to ensure that all children have access to remote learning via Dojo and Loom. There may be some instances where this is not possible. In this instance, parents and carers should liaise with their child's class teacher to make individual arrangements for paper- based learning tasks that should closely follow what is

being taught to all other children

How will my child be taught remotely?

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

At Aylestone:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- textbooks and reading books pupils have at home Where textbooks are not available online, staff will scan relevant pages and share them with students along with the resources for the lesson if necessary.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences such as BBC bitesize, GCSE pod, SMH or other relevant sources.
- Offer a variety of screen and non-screen time lessons and activities.
- To set, assess and return work to students promptly, and to answer any questions from students before the next block of lessons, by electronic or paper means.

At Broadlands and Withington staff will:

- Ensure that appropriate work is set and made available through Loom and this is shared with Parents.
- Provide appropriate feedback as soon as it is practicable to do so.
- Be available at the times they would usually have lessons to engage in live support with their pupils if required.
- Ensure the individual needs of pupils is met as much as it is possible to do so.

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?

At Aylestone

Assuming they are well enough to work, students are expected to:

- Complete all work set for them and submit work which is requested for feedback within the deadline provided if they are able to.
- Check communications regularly and read and respond to communication from the school
- Where possible, try to ensure a suitable working environment (working in a quiet area without distraction) and have good Wi-Fi connection
- Be on time for lessons and ready to learn
- Students are expected to uphold the same standards of conduct and behaviour during online lessons as they would be expected to in school. This includes but is not limited to:
- Ensuring appropriate language is used in Teams comments or emails, and that any comment is on-topic and relevant to the task in hand.
- Ensuring full engagement with the tasks in hand, including submission of any required work by the deadline that has been set.
- Report any technical issues to their teachers as soon as possible.
- Ensure they have access to remote learning material or hard copy materials and notifying a responsible adult if they do not have access.

- Notify a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensure they use any equipment and technology for remote learning as intended.

At Broadlands and Withington

- Complete all work set for them and submit work which is requested for feedback within the deadline provided if they are able to.
- Where appropriate, respond to communications from their class teacher on Class Dojo.
- Students are expected to uphold the same standards of conduct and behaviour during remote and home learning as they would be expected to in school.

Expectations of parental support

At Aylestone:

- Ensuring their child is available to learn remotely at the times set out on their child's timetable, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material or hard copies during the school day
- Reporting any illness
- Ensuring their child uses the equipment and technology used for remote learning as intended

At Broadlands and Withington

- Support pupils in accessing remote learning including regularly accessing Class Dojo.
- Where possible, try to ensure pupils have access to a suitable working environment (working in a quiet area without distraction) and have good Wi-Fi connection.
- Facilitate contact between pupils and their teacher.
- Reporting any technical issues to school as soon as possible.
- Ensuring school are aware of any barriers to learning such as not having access to the internet.

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

At Aylestone:

Students causing concern through a lack of engagement with live lessons or assignments requiring submission are checked daily and flagged with HOF's on a weekly basis. ACs are required to use the student cause for concern list to follow up with students relevant to their year group. Contact with parents will be made where engagement is a concern.

At Broadlands and Withington:

School will closely monitor the engagement of pupils in their remote learning and will record this daily. The frequency and type of engagement will be noted (including whether pupils are submitting completed work). Where it is noted that pupils are not engaging, class teachers will contact parents and carers to offer support. If there are still concerns over the level of

engagement this will be escalated to a member of the senior leadership team and may result in a home visit

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:

At Aylestone :

- We will ensure that all assessment methodologies used are valid, reliable and do not disadvantage any group or individual learners.
- For BTEC and other external qualifications we will where possible ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear
- We will ensure that when learners submit work for external assessment reasonable measures are taken to ensure the work is authentic and has been completed by the learner
- We will maintain and store securely all external assessment and internal verification records for external qualifications in accordance with exam board regulations.
- We will ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner as below:
- The work that is set will, as far as is possible, include one diagnostic piece of work in each subject every 3 lessons (though with varying demands depending on how frequently a particular subject is taught) which is to be submitted for teacher assessment and feedback- every 3 lessons.
- The method by which assessment will be set will vary according to department and may include (but will not be exclusive to) individual and peer assessment, using both written and online channels.
Work should be submitted to teachers via Microsoft Teams, and/or SMH. Teachers will assess the work and return it to students with feedback attached in a timely fashion.

At Broadlands and Withington:

The day after work is submitted through Dojo, teachers provide a feedback sheet with a breakdown of each of the lessons covered. This will provide an overview of what pupils did well and what their next steps are. Teachers will also provide individual feedback to pieces of work where appropriate (for example if a child has found a piece of work particularly challenging or, equally, if they need to have their learning extended). All pupils will receive individual feedback once a week that covers what they have done well that week and what their next steps are. Teachers are available throughout the day on Dojo to provide support and feedback either directly to pupils or their parents through Dojo.

Whole class feedback is provided daily for each lesson set.

Individual feedback is provided at least once a week but pupils could receive individual feedback for each piece of work if necessary and appropriate.

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:

At Aylestone:

All pupils with EHCP's are invited to access learning in school where the support staff will work with them to support their needs. For those pupils with an EHCP not attending on site learning an allocated SSTW will work alongside them remotely and will offer remote support via TEAMS and will be in regular contact with parents. For those other pupils with SEND who are working at home teachers will provide quality first teaching, differentiating work as appropriate. Telephone support will be offered to these SEND pupils and their parents with regular calls to support any issues

At Broadlands and Withington:

Even during a situation where school is closed for the majority of pupils it is likely that school will be open for some pupils (for example those who have EHCPs). The children who are offered a place will follow the advice of the government. Where pupils are attending school, they will access the same learning that is being set to other pupils through Loom and Class Dojo using computers within school. They will be appropriately supported by the staff within school (either Teachers or LSSAs)

How we work with families to deliver remote education for younger pupils, for example those in reception and year 1

At Broadlands and Withington:

As with the rest of the school, Loom will be the main learning platform for these pupils with videos recorded that have the appropriate content and differentiated activities. This will include daily phonics.

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?

At Aylestone:

In these cases, the school will provide the following:

subject teachers will provide a suitable task(s) and will share these with parents and the student via an appropriate means e.g. SMH, email or Teams. Staff may upload a calendar of activities labelled as work to be completed if self -isolating and as classwork (which shows up as red rather than green) in SMH which pupils will be directed towards, or may upload individual work for students to complete

If an absence of this sort continues for more than one-week, additional work should be requested and provided on a weekly basis until the student is able to return to school.

Contact will be made with students by the attendance team

At Broadlands and Withington:

Work will be set via loom (see below) before 9 am each day and will include the full day's learning.

Children will be given a minimum of three learning tasks a day and this will include English, Maths and a foundation subject. In Early Years, this will be a phonics, maths and knowledge learning.

Completed work should be submitted to teachers using Class Dojo. Work can either be scanned in or photographed.

Teachers will provide feedback where appropriate the following day via class Dojo.

Where pupils are absent for more than 3 days, families will be contacted by teachers via a telephone call (this will include a conversation with the child) and will be called again every 3 days.