



## Hall Grove School

### **REMOTE LEARNING STATEMENT**

The purpose of this Statement is to share relevant information with pupils and parents/carers about how Hall Grove will provide remote education if and when required, and, in particular, during any closure of schools. Details are provided below in relation to each Section of the School. Any individual queries should be directed to the Section Leader for the relevant Section.

The well-being of the children during remote learning is an absolute priority, alongside ensuring continuity of education. Children will be closely monitored by the form teacher (or study tutor if in Years 7 and 8), who should be the person a parent or carer contacts with any concern in the first instance.

In the Living with Covid phase, children who are ill are advised to stay at home until they feel better. If they test positive for Covid, they are advised to stay at home for 3 days. During this time, their health and welfare is of paramount importance. We do not expect children who are ill to complete schoolwork; it is much better that they rest and recuperate from a nasty virus before returning to school. We will not therefore expect them to work online whilst at home.

If Covid rules tighten or lockdowns/school closures are implemented, we will keep our provision under review. We are in a position to reinstate online provision quickly in this event. The information set out below by Section is based upon our provision in earlier lockdowns during the pandemic and should be seen as indicative of the remote learning provision we would be able to provide if required.

## **Early Years (Pre-School & Reception)**

Section Leader: Mrs S Tomlinson

### **In the event of a lockdown:**

Children will access online remote education through the digital platform, Tapestry Learning Journal. A learning pack of printed materials and resources will be provided to support this. Parents should expect the work set by the school to take their child about 2 – 3 hours each day to complete.

Pupils will be taught with a combination of live teaching and offline activities. For Reception pupils this will include live online teaching at least twice a day plus recorded videos. For Pre-School pupils it will include live online teaching once a day. Extra activities to help cover the different areas of learning are also provided each week. Print-outs, reading books and text books have been sent home. Pupils also have access to educational websites.

A suggested timetable will be sent home. Support is needed from parents/carers to help the children access the Tapestry learning platform, to ensure teachers have regular contact with the children and to submit pupils' work in order that teachers may provide feedback. Parents upload work and will be able to comment on how well their child engaged with lessons on the Tapestry learning platform. Emails, phone calls or video calls will be carried out with the parents to discuss any concerns and teachers will respond to parents reaching out.

Feedback will be given to pupils and parents via a combination of live verbal feedback in online lessons and comments on their work via the Tapestry platforms.

Differentiated work will be set depending on ability or additional needs which is sent to the parents to support delivery. One-to-one video calls will be offered to those who might need extra support in certain areas.

## **Pre-Prep (Years 1 and 2)**

Section Leader: Miss K Hitchcox

### **In the event of a lockdown:**

Children will access online remote education through the digital platform, SeeSaw. A learning pack of printed materials and resources will be provided to support this. Parents should expect the work set by the school to take their child about 3 hours each day to complete.

Pupils will be taught with a combination of live teaching and offline activities. This will include live online teaching 2 to 3 times a day for Literacy, Maths and Phonics/Reading. Two activities will be set each day on the SeeSaw platform with links to various websites, or textbooks and reading books sent home.

A suggested timetable will be sent home. Support is needed from parents/carers to help the children access the SeeSaw learning platform, to ensure teachers have regular contact with the children and to submit pupils' work in order that teachers may provide feedback. Parents upload work and will be able to comment on how well their child engaged with lessons on the SeeSaw learning platform. Emails, phone calls or video calls will be carried out with the parents to discuss any concerns and teachers will respond to parents reaching out.

A mixture of verbal and written feedback will be recorded and sent back to the children via Seesaw which is directly linked to the individual piece of work being spoken about.

Differentiated work will be set depending on ability or additional needs which will be sent to the parents to support delivery. One-to-one video calls will be offered to those who might need extra support in certain areas.

### **Lower Juniors (Years 3 and 4)**

Section Leader: Miss K Furness

#### **In the event of a lockdown:**

Children will access online remote education through the digital learning platform, Frog. Pupils will be taught with a combination of live teaching and offline activities. This will include live online teaching using Frog, supported by resources available on Frog. A learning pack of exercise books, text books, printed materials and resources will be provided. In the unusual situation of a pupil not having online access at home, the School may lend the pupil a Chromebook.

The full school timetable would be provided with live Zoom calls each day so the children should be expected to be attending for the length of their normal school day, adhering to breaktimes and lunch times as per normal school routine. Parents/carers can support their child if they need assistance getting online and by ensuring pupils stick to the structure of the school day.

A mixture of verbal and written feedback will be provided. Pupils will record their work in their exercise books which will be marked together online. Feedback will be given at the end of each lesson. Some work will be submitted for teacher to assess formally. The teacher may request certain activities to be emailed by parents. Work is monitored and checked by class teacher. If there are concerns about any child, we will contact the parents directly.

## **Upper Juniors (Years 5 and 6)**

Section Leader: Mr M Wheeler

### **In the event of a lockdown:**

Children will access online remote education through the digital learning platform, Frog. Pupils will be taught with a combination of live teaching and offline activities. Frog is used to set assignments and as a port through which they access Zoom lessons, notices, personal messages, and subject-specific content.

Printed work packs will be sent home at the start of the period of home learning and further collections will be organised as needed. Any children with a poor internet connection can contact their form teacher who can arrange submission through alternative routes.

All children in Upper Juniors should have digital or online access at home. Parents will be asked to contact the school if this was not the case and we provided a device from the school supply.

The full school timetable, with a few exceptions, will be provided with live Zoom calls each day so the children should be expected to be attending for the length of their normal school day, adhering to breaktimes and lunch times as per normal school routine. This will equate to 5.5 hours on average per day, excluding breaks, reading, and mindfulness tasks.

Pupils will be registered daily (15 min form time) and will receive lessons in - Maths, English, Science, French, History, Geography, Religious Education, PSHE, Music, Games, PE, Art & Design Technology and Latin (Year 6). Some curriculum lessons will be removed to reduce screen time and provide balance to the online timetable.

Each lesson will begin with a Zoom call accessed through Frog. Once in the call, the teacher can provide input however they see fit. This will primarily include live teaching over Zoom. On other occasions, the teacher in Zoom may simply be available to answer questions and provide feedback while the children learn through the material provided on Zoom, Frog, or their physical work pack. Nonetheless, the children will have access to a live teacher for all their lessons (except breaks, reading, and mindfulness activities).

Parents/carers can support their child if they need assistance getting online and by ensuring pupils stick to the structure of the school day. The level of support needed will be dependent on the child's level of independence at this age. We would expect the majority of Upper Juniors to be mostly self-sufficient and only require parents initially for help with transitions between lessons and technology. The need for printing will be rare as most of the physical resources will be provided at the start of home learning.

We have the following areas of support that can be offered remotely: Children will have access to a drop-in centre with the Section Leader every day at 1600, daily form times with their form teacher, and, as mentioned previously, they have access to a teacher during all lessons. Frog Play also allows them to speak to individual teachers through a messaging service accessed through Frog. As we progress, Learning Support will be made aware of any

children who are struggling at home, and individual or small group meetings will be set up, if necessary, to provide additional support.

Attendance is registered formally each morning, and informal registers are taken in lessons. Any children not attending lessons will be noted and their form teacher informed who will then follow this up with the children and their parents. Assignments will be monitored using Frog, and again any concerns will be communicated to the Form Teacher to address with parents and pupils.

A mixture of assessment practices will be used, as would be the case in a normal classroom. Work submitted through Frog is marked and individual feedback can be provided to the children in as much detail as required in written or recorded form through this platform. Auto-marking quizzes are popular through Socrative, Frog Play, and Google Forms, with individual or class feedback being provided during lesson time. More informal Q&A is common in Zoom lessons and self-marking.

There is space within the timetable to host additional sessions with those who find aspects of home learning difficult. Assignments and Zoom lessons allow for a good level of differentiation and timetables for some of the pupils finding home learning difficult will be streamlined.

### **Seniors (Years 7 and 8)**

Section Leader: Mr L McLeod

#### **In the event of a lockdown:**

Children will access online remote education through the digital learning platform, Frog. Pupils will be taught with a combination of live teaching and offline activities. Frog is used to set assignments and as a port through which they access Zoom lessons, notices, personal messages and subject-specific content. Google Classroom will also be used by the Senior pupils in some subjects.

All children in the Senior Section have been provided with a Chromebook to use at home. Printed materials will be sent home at the start of the period of home learning and further collections will be organised as needed. Any children with a poor internet connection can contact their study tutor who can arrange submission through alternative routes.

Children will be following, with a few minor exceptions, their school timetable. This will equate to 6 hours a day in general, up to 7hours 30 minutes on some days, excluding breaks. Each lesson begins with a Zoom call accessed through Frog. Once in the call, the teacher can provide input however they see fit. In terms of synchronous learning, this will include live teaching over Zoom, live quizzes and games through Quizlet, Frog Play and Socrative, etc. On other occasions, the teacher in Zoom may simply be available to answer questions and provide feedback while the children learn asynchronously through material provided on

Zoom, Frog, Google Classroom or their physical work pack. Nonetheless, the children will have access to a live teacher for all of their lessons (except designated preparation and reading time).

The Senior pupils should be mostly self-sufficient and independent of their parents. Printing will be rare as the majority of physical resources will be provided at the start of home learning. As children are using school Chromebooks, support can be offered remotely. Children will have access to a drop-in centre and daily meetings with their Study Tutor to assist with any problems, and, as mentioned previously, they will have access to a teacher during all lessons. We have high expectations of pupil engagement underpinned by strong pastoral and academic support structures for those who struggle.

Attendance will be registered formally each morning, and informal registers will be taken in lessons. Any children not attending lessons will be noted and their Study Tutor informed who will then follow this up with the children and their parents. Assignments will be monitored using Frog and Google Classroom, and again any concerns will be communicated to the Study Tutor for them to address with parents and pupils.

A mixture of assessment practices will be used, as would be the case in a typical classroom. Work submitted through Google Classroom and Frog will be marked and individual feedback can be provided to the children in as much detail as required in written or recorded form through these platforms. Auto-marking quizzes are popular through Socrative, Frog Play and Google Forms, with individual or class feedback being provided during lesson time. More informal Q&A is common in Zoom lessons, as is self-marking and reporting.

There is space within the timetable to host additional sessions with those who find aspects of home learning difficult. Assignments and Zoom lessons do allow for a good level of differentiation and timetables for these pupils can be streamlined if required.

September 2022