

REMOTE LEARNING STATEMENT

The purpose of this Statement is to share relevant information with pupils and parents/carers about how Hall Grove is providing remote education during the pandemic and, in particular, during the current closure of schools to all but a limited number of pupils. 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.

Early Years (Pre-School & Reception)

Section Leader: Mrs S Tomlinson

At present during the lockdown, Reception children are learning online whilst Pre-School children are still able to attend in person. Details are provided below of how Pre-School children will be provided with online learning if the lockdown is extended to include Pre-School children in online learning.

Children will access online remote education through the digital platform, Tapestry Learning Journal. A learning pack of printed materials and resources has been 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 has been 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 are able to comment on how well their child engaged with lessons on the Tapestry learning platform. Emails, phone calls or video calls are 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 is set depending on ability or additional needs which is sent to the parents to support delivery. One-to-one video calls are offered to those who might need extra support in certain areas.

Once all pupils are permitted to return to School, there may be instances where an individual child has to self-isolate at home. In such a situation, pupils will be given the opportunity to join lessons virtually 1-2 times a day. Work will be set following, where we can, the same curriculum as children in school and uploaded to Tapestry.

Pre-Prep (Years 1 and 2)

Section Leader: Mrs S Tomlinson

Children will access online remote education through the digital platform, SeeSaw. A learning pack of printed materials and resources has been 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 has been 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 are able to comment on how well their child engaged with lessons on the SeeSaw learning platform. Emails, phone calls or video calls are carried out with the parents to discuss any concerns and teachers will respond to parents reaching out.

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

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

Once all pupils are permitted to return to School, there may be instances where an individual child has to self-isolate at home. In such a situation, pupils will be given the opportunity to join lessons virtually 1-2 times a day. Work will be set following, where we can, the same curriculum as children in school and uploaded to Tapestry.

Once all pupils are permitted to return to School, there may be instances where an individual child has to self-isolate at home. In such a situation, pupils will be given the opportunity to join lessons virtually 1-2 times a day. Work will be set following, where we can, the same curriculum as children in school and uploaded to SeeSaw.

Lower Juniors (Years 3 and 4)

Section Leader: Miss K Furness

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 and is supported by resources available on Frog. A learning pack of exercise books, text books, printed materials and resources has been 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 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. 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 is 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.

Children who are identified as vulnerable based on special educational needs will enter the Key Worker scheme and be based on site at school.

Once all pupils are permitted to return to School, there may be instances where an individual child has to self-isolate at home. If a child is having to self-isolate, they will access the resources via the Frog platform and will be invited to Zoom into the classroom for the core subjects with the class teacher.

Upper Juniors (Years 5 and 6)

Section Leader: Mr M Wheeler

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

All children in Upper Juniors have digital or online access at home. Parents were 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 are being registered daily (15 min form time) and are receiving lessons in- Maths, English, Science, French, History, Geography, Religious Education/TPR, PSHE, Music, Games, PE, Art & Design Technology, Poetry and Latin (Year 6). The following lessons were removed to reduce screen time and provide balance to the online timetable- Guided Reading, Handwriting, Reasoning, Current Affairs, Drama, Spoken English, Form Time (30-minute blocks during the school day), Outdoor Classroom and Assemblies.

Each lesson begins 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 depend 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. Printing is rare as most of the physical resources were provided at the start of home learning.

We have the following areas of support that can be offered remotely: Children 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 are noted and their form teacher informed who will then follow this up with the children and their parents. Assignments are monitored using Frog, and again any concerns are communicated to the Form Teacher to address with parents and pupils.

A mixture of assessment practices are being 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. Similarly, there is the option to provide those who most require it with a place in

School on the Key Worker programme. Assignments and Zoom lessons allow for a good level of differentiation and timetables for some of the pupils finding home learning difficult have been streamlined.

Once all pupils are permitted to return to School, there may be instances where an individual child has to self-isolate at home. Work for children self-isolating would be provided through Frog; this is done either through assignments or through work uploaded to the subject pages, updated regularly as progress is made through the curriculum and term. Self-marking and auto-marking quizzes remain commonplace, and any longer pieces of work will be brought into school on their return if not submitted through an assignment. Regular communication between the pupil, the parents, and their form teacher will occur during the period of isolation.

Seniors (Years 7 and 8)

Section Leader: Mr L McLeod

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 is also 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 were 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 7 hours 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 is rare as the majority of physical resources were provided at the start of home learning. As children are using school Chromebooks, support can be offered remotely. Children have access to a drop-in centre and daily meetings with their Study Tutor to assist with any problems, and, as mentioned previously, they 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 is registered formally each morning, and informal registers are taken in lessons. Any children not attending lessons are noted and their Study Tutor informed who will then follow this up with the children and their parents. Assignments are monitored using Frog and Google Classroom, and again any concerns are communicated with the Study Tutor to address with parents and pupils.

A mixture of assessment practices are used, as would be the case in a typical classroom. Work submitted through Google Classroom and Frog is 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. Similarly, there is the option to provide those who most require it with a place in School on the Key Worker programme. Assignments and Zoom lessons do allow for a good level of differentiation and timetables for these pupils can be streamlined if required.

Once all pupils are permitted to return to School, there may be instances where an individual child has to self-isolate at home. Work for children self-isolating will be provided through Frog; this is done either through assignments or through work uploaded to the subject pages, updated regularly as progress is made through the curriculum. Self-marking and auto-marking quizzes remain commonplace, and any longer pieces of work will be brought into school on their return if not submitted through an assignment. Regular communication between the pupil, the parents and their study tutor will occur during the period of isolation.

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