

# Bonneygrove Primary School – Remote Learning Agreement

## Broadening Horizons

Creating strong and lasting memories



### Teachers will:

- Be available during normal teaching hours
- Set work for your child on Google Classroom by 08.40am the next school day, should your child need to isolate for more than two days (*Please refer to document 'Remote Education for Parents Sept 2020' on website*)
- Plan and set work that will match in-class provision following the curriculum sequence as much as possible: This will include daily Reading (and Phonics if applicable), English (and Spelling 3x weekly) and Maths lessons, and at least one foundation lesson a day (one Science and one PSHE a week).
- Learning time to be approximately 3 hours a day for KS1 and 4 hours for KS2
- Use engaging and meaningful web links that may include BBC teach, Oak Academy and other curriculum sources, such as Powerpoints, as well as explanations pre-recorded by Bonneygrove staff, to support the teaching of a concept
- Only post links that are age-appropriate
- Arrange for paper packs to be collected or delivered if children are unable to access online work
- Respond to Phase email queries as promptly as possible
- Provide regular feedback to all work 'handed in'
- Make contact via telephone should a child not be accessing Google Classroom after 2 days, to see how school can support
- Make contact via telephone at least once, if a child is isolating for over 4 days (and at least once a fortnight)
- Follow the data protection policy to ensure that personal data is kept secure
- Monitor Google Classroom and remind children about being safe when working online - *Please be aware that the school has a legal duty to report any safeguarding concerns to the relevant authorities without parental consent, where there is a risk of harm*

### Parents/Carers will aim to:

- Call the school office by 9.00am to inform us if their child is self-isolating
- Contact staff on the Phase email address should help be needed with accessing the learning, completing the work or if there are other concerns about Remote Learning
- Take an interest in their child's learning and support them in completing the work by the deadline set by the teacher
- Alert teachers if children are unable to complete the work for reasons such as sickness, via the Phase email
- Be respectful when making complaints or concerns known to staff and abide by our Visitors' Expectations Policy
- Support the school's policies and guidelines for behaviour
- Support their child when attending 'live' lessons via Google Meet, in accordance with the Live Lesson User Agreement below
- Monitor their child's internet viewing and computer use to ensure only age-appropriate content is accessed at all times
- Never post photos or information about other people's children on any social media sites or Google Classroom
- Never make derogatory comments about other children, other parents, staff or posting photos, which could bring staff into disrepute – always report concerns to school directly via telephone or Phase email

### The pupil will try to:

- Complete work set by the teachers, giving their best at all times.
- Use Google Classroom to ask for help from a teacher if needed when completing an activity
- Act according to our school rules; Be Safe, Be Kind, Be Brilliant when working at home
- Be polite, helpful and well behaved towards all when working at home or commenting on Google Classroom threads
- When attending 'live' lessons via Google Meet, follow all expectations in the Live Lesson User Agreement below
- Keep safe online by following the school's e-safety code.
- Not posting pictures, information or comments about myself or others on social media or on Google Classroom
- Represent my school in a positive manner at all times, whether in school or outside of school.

**Signature:** Amanda Gable, Headteacher

**Date:** 4<sup>th</sup> November 2020 (Revised January 2021)

## Live Lesson User Agreement: January 2021

This document is to show the expectations of children and teachers when delivering a 'live' Lesson, via Google Meet, during a period of remote learning. It is to be read in conjunction with our school's E-safety and Acceptable Use Policy. **By allowing your child to log on to a 'live' Google Meet session, you are accepting this policy.**

### Teachers will:

1. dress appropriately and professionally, as they would in school
2. when live broadcasting a lesson, ensure there is a neutral background with no images, pictures or other items that may cause offence, or make their location identifiable
3. only use the conferencing tools that have been identified and risk assessed by the school leadership (MS Teams or Google Meet).
4. only use school-owned devices over personal devices when running video-conferences, where possible
5. only use school email accounts (not personal ones)
6. ensure best practice is maintained (2 members of staff involved in all meetings) and is in-line with the School's Safeguarding Policy
7. keep a register of the lesson time and who participated
8. remind children not to record/take screenshots of the lesson
9. report any safeguarding incidents or potential concerns in accordance with our school policy, should they arise during or after 'live' lessons
10. remind students of who they can contact within the school for help or support with any aspect of home learning
11. remind children of expectations at the start of lessons, and then make contact with parents should there be concerns about a child's engagement or conduct during live lessons

### Pupils will:

1. tell parents when they are about to join a 'live' lesson and be dressed appropriately (as if a face-to-face meeting was happening)
2. find a quiet room at home when taking part in the live lesson (**not** a bedroom) – avoid having other family members in the background of the screen and have a neutral background
3. behave in the virtual classroom in a way that should mirror that in the physical classroom – be respectful to each other at all times. No snacks or food should be eaten during the lesson
4. be prepared with any questions about the home learning and bring any materials you may need
5. place the device on a flat surface
6. put a virtual 'hand up' on Google Meet when they would like to ask a question
7. turn cameras on, but leave microphones on **mute**. Microphones to only be unmuted when asked a question by an adult
8. not use any chat services or screen sharing services during the meeting
9. not make a recording or screenshot of any part of the lesson

**(January 2021)**

# 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 if local restrictions require entire cohorts (or bubbles) to remain at home. It is intended to expand on the details given in the Remote Learning Agreement above.

*For details of what to expect where individual pupils are self-isolating, please see the 'Remote Education – For Parents' document in the Remote Learning section of our Bonnegrove School website.*

## The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

### What should my child expect from immediate remote education in the first day or two of pupils being sent home?

From the next school day, teachers will provide work online on Google Classroom. This will match the sequence of lessons, with appropriate resources, that would have been taught in school, as closely as possible. Some amendments may be made to make the learning suitable for online learning during the first day or two. All children have a Google Classroom login, but please contact the Phase email address should support be needed with logging in.

If you have limited access to the internet and/or electronic devices, paper copy packs containing the week's work will be made available for collection from school, by the second day of closure.

While waiting for packs following a sudden closure, children can attempt some of the learning activities outlined in the 'Remote Education – For Parents' document in the Remote Learning section of our website, finding the relevant page relating to your child's age.

### 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?

Using Google Classroom and paper packs, we will continue to teach the same broad curriculum remotely as we do in school, wherever possible and appropriate.

However, we may need to make some adaptations in some subjects. For example, science lessons may be less practical as we are aware resources available in school will not be available at home. Similarly, Art lessons may still discuss looking at particular artistic skills, such as pencil sketching, shading and drawing, but may not suggest the use of paint, and suggestions for Physical Education will be different from the sequence planned in school, again because such lessons may have involved considerable space or specialist equipment that may not be available at home.

## 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:

Primary school-aged pupils	Key Stage 1: 3 hours a day on average across the cohort, with less for younger children (Therefore, EYFS/Year 1 children will have less than 3 hours of work per day)  Key Stage 2: 4 hours a day
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## Accessing remote education

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

Learning for Key Stage 1 and Key Stage 2 will be posted daily on Google Classroom. A Weekly Overview will also be uploaded on the Class Pages section of the website to show parents an outline of the learning that will be happening on each day that week.

For learning in Reception and Nursery, a Weekly Overview will also be uploaded on to Class Pages of the website, but teachers will use EvidenceMe to share work and learning with parents, instead of Google Classroom.

### 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:

For families with no online access or limited digital devices, printed packs of the week's learning, along with a Weekly Overview of the learning, will be made available by the Monday morning of each week. This can be collected from the Key Stage 2 Hall after 09.30am. Any work completed on paper can be photographed and emailed to the Phase email address below, if email access is available, or uploaded onto Google Classroom. Alternatively, they can be handed in to 'drop boxes' when collecting the following week's pack.

In accordance with Government guidance, we have been allocated a number of digital devices that have been issued to families to provide a device on which they can access Google Classroom. Places in school have also been offered to children who do not have a digital device or online access at home.

Please email the school the below email address should you have any concerns or need any support with the remote learning.

bonneygrove\_eyfs@bonneygrove.herts.sch.uk (Nursery and Reception children)  
bonneygrove\_ks1@bonneygrove.herts.sch.uk (Year 1 and Year 2 children)  
bonneygrove\_ks2@bonneygrove.herts.sch.uk (Year 3 and Year 4 children)  
bonneygrove\_ks5@bonneygrove.herts.sch.uk (Year 5 and Year 6 children)

## How will my child be taught remotely?

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

We will aim to use a range of high-quality and age-appropriate resources to support online learning as much as possible, including:

- recorded teaching (e.g. Oak National Academy lessons, NCETM resources and BBC Bitesize)
- pre-recorded audio or video teaching, recorded by Bonneygrove staff
- printed paper packs produced by teachers (such as worksheets)
- extracts of high-quality texts and reading books to support English, Reading and Phonics lessons
- textbooks and reading books pupils may have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. Twinkl and White Rose for Maths.

## 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?

We have outlined our Expectations of staff, parents and children in our *Remote Learning Agreement* above.

Routines of the day are important. The Weekly overviews show on which days particular lessons and activities should be completed, and all work will be posted on Google Classroom by 08.40am each day. The Overview can be used to set a daily timetable for working at home.

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

Our class teachers will be accessing Google Classroom remotely daily, throughout the day to post, view and feedback on children's work that is posted.

Teachers will make contact with parents who have previously requested a paper pack. Any children not using Google Classroom will initially be contacted to arrange for collection of paper packs. Follow-up phone calls will be made should work completed on paper not be emailed or submitted back to the school. Please contact the school should you have difficulties encouraging your child to access the work.

As a minimum, teachers will also contact families once a fortnight to see how the children are and to see how learning is going, and if we can help more. After the first 2 days of learning, should your child not have collected a pack or accessed learning online, a follow-up call will be made and the leadership team informed to see if we can support you at home in any way.

## 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:

Teachers will aim to respond to all work with feedback by the end of the day on which the work is completed. This feedback may be an acknowledgement of seeing the work completed, a moving-on point/extra challenge, as they would receive in schoolbooks, or some whole-class feedback based on common misconceptions.

There may be days when teachers are working with children in school and also monitoring online work, and so feedback will not be as prompt as on other days, but teachers will be checking all work that is handed in.

After looking at your child's work, like in school, teachers may need to re-post or re-teach the same lessons again, should it be felt more practice is needed.

Other activities, such as Kahoot online quizzes or Google Sheets, may also be used as assessment tools, in which no direct feedback will be given but teachers can assess understanding of all who took part.

Where paper packs are used for home learning, teachers will read, assess and feedback on all work once it has been submitted, either by photograph or when handed in the following week. Feedback to paper work will be given during the next phone call to home made by the teachers.

## 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:

As Google Classroom is used in all year groups, staff will be using pre-recorded videos or instructional videos to provide enhanced explanations and models of work, to support parents and allow more independence for children learning at home. This may be a video from sources such as White Rose or BBC Bitesize, or an audio recording made by the teacher. For example, Reception and Year 1 have been posting videos of phonics to support parents and children with recapping and learning new particular sounds.

When needed, individualised assignments can be assigned to particular children on Google Classroom if it is deemed that a child may need differentiated or scaffolded tasks to complete a task. Similarly, individual paper packs will be produced if needed.

Class teachers will also respond to work with individual, personal feedback, focusing on targets as much as possible. Class teachers can be contacted throughout the day on Google Classroom or via the Phase email if you need any support, and the Inclusion leader (Mrs Georgiou) is available via a phone call to the school throughout the week.

## 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?**

Please see the 'Remote Education – For Parents' guide, outlining what we will produce for children in the scenario.

Work will be provided, as highlighted above, each day by 08.40, to correspond with the teaching that would be happening in school. The subjects will be Reading (and Phonics if applicable), English, Maths and at least one Foundation lesson – some adaptations might be needed to make the learning suitable for remote learning.

However, due to the teacher's preparation required for teaching in school, the direct teaching 'input' and instructions of tasks are likely to be written or presented on a PPT, instead of a pre-recorded video/audio of the teacher explaining the tasks. However, this approach will be used as much as possible.

Should paper packs be needed, time would be needed to prepare these, and so we would ask parents spend the first two days attempting tasks on the '*Remote Education – for Parents*' document, to give the teachers time to prepare work for the coming week.