



# Eden Primary

## Information about our remote education

This form is designed to share relevant information with pupils and parents or carers about how we will provide remote education. It will be published on our school website to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

Further and full information can be found in our Remote Learning Policy which has been sent to all of our families and which is also posted on our website.

## 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.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

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?

Our aim is to plan and deliver a programme with a seamless transition between school and home that engages and motivates all children to continue learning and making progress whilst learning at home.

We will ensure that the use of remote learning strategies is integrated into time in school and well-rehearsed so that children, staff and parents are well prepared for learning at home.

On the first day of remote learning, or the evening before if possible, work will be posted on Seesaw and/or Google Classroom for Reception, Years 1 and 2 and in Google Classroom for Years 3 to 6. The first day will include at least reading/phonics, writing, maths and one other subject.

Class teachers will write to parents as soon as possible with a plan for the day's teaching. This may include details of:

- A live lesson or check-ins
- Any pre-recorded teaching
- Singing sessions, if any
- Hebrew sessions, if any

Teachers will specify which pieces of work are to be uploaded for feedback.

We would normally expect the full offer in the Remote Learning Policy to be in place within a week, or sooner, depending on the notice given.

### 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?

Our remote learning relies on the school's curriculum map and long and medium term plans in order to teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.

We teach the same curriculum remotely as we do in school wherever possible and appropriate, drawing on our established schemes of work such as the Essentials Mathematics Scheme and other curriculum sequences. However, we have needed to make some adaptations in some subjects.

These adaptations will to some extent depend on the length of time we are in remote learning. Some of our medium term plans may be adjusted, bringing some content forward in time, and postponing other learning which may be more appropriate to do at school, until normal schooling resumes. This will not disrupt sequences of learning and the building-up of knowledge and skills.

Near the beginning of each term we will deliver our informative Curriculum Evenings whether in remote or face to face teaching. At these meetings, class teachers will explain the planned curriculum and any changes will be highlighted. Long term (yearly) and medium term (half-termly) plans, as always, will be available on our website.

We will continue to integrate Jewish and general studies within a topic-based approach.

At Eden we are proud to follow a very practical, creative and hands-on approach to learning inspired by the schools of Reggio Emilia, and much learning takes place outside and in the woods. We will, as far as possible, use aspects of this approach in our remote teaching and try to maintain some of the creative, collaborative and outdoor learning we have in school. To this end we may include suggested walks, outdoor activities for the park or garden, creative provocations, family activities or collaborative work to be done with siblings.

In maths, computing, science and creative subjects some topics may be taught differently because of the difficulty of providing practical learning resources to homes. We will always endeavor to suggest alternative resources for home use so that the curriculum is followed as closely as possible. In some cases resources will be sent to the children's homes such as texts for English or materials for an art project.

Here are a few examples of the sensible adaptations that may be necessary:

- In Year 6's electricity topic children will study all the subject content but will not be able to carry out practical investigations using bulbs, batteries, wires etc. themselves. These may instead be demonstrated and the children will be given opportunities to carry out practical work when they return to school if at all possible within the time available.
- In music, as children will not have a range of percussion instruments available at home, the composing and playing activities will necessarily differ from in-school learning. However, opportunities will be offered instead for, say, drumming, body percussion or using homemade instruments to replace in-school experiences.

- In maths, we may suggest children make paper or Lego versions of ‘dienes’ apparatus rather than using the resources we have in school and may suggest that certain aspects of the Essentials curriculum may be better for home learning such as measurement which can be enriched at home.
- The English curriculum will include speaking and listening, reading, writing, spelling and handwriting in the same proportion as they would be in school. Drama activities will be adapted or omitted, given the limits on collaboration while the children are at home.

A feature of our remote learning offer that we believe is very strong is choice. In terms of presenting work and responding to stimulus material children will often be given a choice of how to respond – e.g. make a PowerPoint presentation, paint a poster, video a speech, make a model. This not only allows children to adapt the learning to suit their learning styles and preferences but allows families to make use of the resources available in their 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:

Key Stage 1	3 hours per day
Key Stage 2	4 hours per day

### Accessing remote education

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

At Eden, **Google Classroom** (all classes) and **Seesaw** (Reception to Year 2) will be the main learning platforms used, though this will be reviewed annually to see if there are better platforms. We will support these with other online resources such as Purple Mash/Serial Mash, Oxford Owls, SPAG on Line, Literacy Shed Plus. This list will be developed as more and improved resources become available or introduced.

Teachers will provide a clear **timetable** for each week/each day, including how much time approximately should be spent on each task, timings of live sessions, learning objectives and tasks. This will be **emailed to parents via ParentMail** before the start of the week, and uploaded to the remote classroom for children to access.

Class teachers will provide support to families who may be unsure about using these resources and platforms to help them get started and to troubleshoot any problems.

## Engaging with specific online teaching resources developed in response to COVID-19

At Eden we have also reviewed all new resources specific to remote learning, such as Oak Academy and BBC Bitesize and will continue to do so. Teachers at Eden may use these if they fit with the content to be taught, and if they are appropriately clear and engaging at the right level. They may also use them as additional consolidating lessons when children want more to do. However, in many instances they may feel that the resources they can create themselves are better suited to motivating and exciting our pupils. We will continue to follow the school's curriculum as set out in our long term plans, and adapt this for online learning. For example, we will continue to use HfL's *Essential Maths* as our scheme and not move to another online maths programme. Teachers may however choose to supplement our schemes of work with relevant resources in certain instances where it may develop clarity of understanding.

## 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:

Eden has very limited access to the government's *Get Help with Technology* package and has received 2 devices. The school has increased the number of devices it has at school and will make available laptops or iPad for use at home to both staff and children.

Eden will pay close attention to and monitor the needs of disadvantaged and vulnerable children in this respect.

We ask parents to provide the children with appropriate exercise books, note books or paper as well as writing materials and if this is difficult, to approach the school who will make equipment available whenever possible. We ask for the children's work to be kept throughout lockdown and will ask parents to bring it to school at the end of lockdown as a record of work and progress.

- Any family in need of a device or support with internet access should contact the class teacher in the first instance by email, or call the school office. We will endeavour to help in any way that we can.
- If any family do not have online access, we will send home, or leave for collection, any printed materials needed, plus a workbook. Pupils can then submit work to the school office for collection by the class teacher. Again, families should talk to the class teacher.

## How will my child be taught remotely?

Eden aims to provide a range of rich and exciting tasks for online learning, just as we would at school. We understand that families' situations will vary significantly, as will the preferred learning styles of the children. Our **'blended learning'** approach will provide a variety of learning opportunities, including the following:

Getting the children started with live or pre-recorded lessons, followed by independent learning Work that children can do independently or with minimal input from parents  
Other opportunities to engage live with class teacher (details below)

Pre-recorded explanations for new tasks and learning (details below)  
Opportunities to work with peers (as appropriate)  
Some work that does not require children to be on screens.  
Suggestions for additional activities that children and parents can choose from as needed (e.g. BBC programmes, websites, reading resources)

### **What we will provide:**

Teachers will provide a clear **timetable** for each week/each day, including how much time approximately should be spent on each task, timings of live sessions, learning objectives and tasks. This will be emailed to parents via ParentMail before the start of the week, and uploaded to the remote classroom for children to access.

Teachers will provide a variety of **resources**, such as sound clips, videos, pictures, diagrams, quizzes, examples of work, word banks and instructions. Learning resources for each lesson will be posted on the platforms (currently Google Classroom or Seesaw).

Children will have **3-4 hours of activities** per day, depending on age. This is in line with the amount of time they would normally spend on core subjects in school, and includes independent work and live whole class / group sessions.

Additional work and resources may be posted as the week progresses.

Children will have tasks in the following areas **every day**:

- Maths
- Writing
- Reading
- PSHE
- Jewish Education content (may be integrated within other subjects, prayer, preparation for Shabbat, etc.)
- Physical education suggestions

At least one other curriculum area (Science, Jewish Education, Humanities, RE, Music, Creativity and Computing)

Children will also have tasks in the following areas **every week**:

- Handwriting x 2
- Hebrew x 1
- Chumash/Bible Years 4-6 x1
- Prayer/Song sessions x 1 or 2
- Spelling or phonics x 3

### Live and pre-recorded sessions:

Each class will have the following daily live and pre-recorded sessions to structure the children's day:

- **Morning check-in** on Zoom to set up the day - before 10:00 (10 mins)
- **End of day check-in** on Zoom for feedback or story/PSHE - no later than 3:30 (10 mins)
- **One live Maths or English lesson** (approx. 20 mins), which could follow the morning check-in. This may be delivered in small groups
- **One pre-recorded Maths or English lesson** (max 15 mins)

Live and pre-recorded lesson will be available to the children in Google Classroom or on Seesaw to return at another convenient or relevant time or if they were not able to be present at the scheduled time.

In addition to these daily sessions, **throughout the week** teachers, teaching assistants and external practitioners will provide a variety of **other live sessions**. These will vary, depending on the class and teacher, but they could include the examples below. **Those in bold will happen in all classes:**

- **Whole class or small group sessions for Hebrew (at least 1 weekly) (max 20 mins)**
- **Whole class Prayer/Song sessions (1 or 2 weekly) (20 mins)**
- Small group work
- Optional drop-in sessions for children any who want more support, e.g. with Maths
- Optional challenge groups for children any who want more challenge, e.g. with Maths
- Guided Reading groups
- Interventions for specific children in a given curriculum area, e.g. Grammar, Spelling, Handwriting, Maths
- Group and individual sessions for children with SEND.

### 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?**

Remote learning is compulsory during periods of lockdown. At such times the school is not closed. Depending on Government guidance, the buildings are closed to all except vulnerable children and they children of Key Workers, but the school is open for learning remotely and the remote learning is the children's schooling. The guidelines below help children to understand this and do their best, just as they would in school, and provide clarity and support for parents.

## Role of children

- Carefully follow the guidance of their class teacher regarding what to do, the amount and timing of work, when to submit it and what is expected.
- Make sure that they understand what they have been asked to do by reading the instructions carefully and/or watching any videos that accompany the task.
- Ask questions if they do not understand, via the remote learning platforms or via their parents by email to class teachers where relevant.
- Contribute thoughtfully to pupil interviews and questionnaires on remote learning for the school to monitor and evaluate.
- Take pride in their work and present it well using either good handwriting or the relevant materials and tools.
- Display a positive attitude and have a good go at all activities.
- Provide feedback to the teacher about the remote learning, including whether it was too easy, too hard or just right.

## Role of parents and carers

Eden values the partnership with parents and the support they can provide with learning at home and outside school.

Parents are expected to:

- Read and understand Eden's Remote Learning Policy.
- Recognise that learning will need to be organised and adapted to meet the family's needs.
- Promote the value of remote learning for their child and ensure that it is a pleasurable experience.
- Ask the school for help if they do not have access to adequate technology at home so that it can be arranged.
- Do all they can to ensure that children complete their remote learning?
- Provide necessary tools where they can and where the school may not be able to provide them.
- Provide a suitable space so that children can work effectively and concentrate
- Establish a routine at times when the child is able to learn effectively that suits the family according to their needs and the availability of devices.
- Encourage the children to work independently as guided by the school.
- Support the children with their remote learning as relevant depending on age, task and guidance from the school.
- Encourage and praise the children's efforts and good attitude to ensure good self-esteem and a sense of achievement.
- Contact the class teacher if they have any concerns or questions about any aspect of work at home or if their child is experiencing difficulties.
- Provide polite, respectful and helpful feedback and comments on remote learning to teachers via a private email, rather than on the Seesaw or Google Classroom stream.
- Set up suitable filters and monitoring so that children can work safely on the internet.



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

Our teachers undertake to set work relevant for each child and to communicate clearly to children and parents how long should be spent on each task and how and when the work is to be done so children and their families can arrange a schedule that suits their individual needs. They will explain clearly how much time should be spent on any remote learning task and how much support should be provided, make learning objectives clear and model expectations to the children and their families.

Teachers will check the remote learning platforms each day and keep a note of who attends the live sessions. They will give feedback and encouragement as explained in the next section below.

Teachers will contact parents of children who are not engaging with their remote learning or performing at expected levels by email or on the phone to discuss how to improve the situation and what support may be needed.

The class teacher will keep a record of completed work either in their mark book or using the record of work on the learning platform. This will help to monitor children's attitudes to remote learning and the role of the family.

Children who find it hard to complete or engage in remote learning will be encouraged by setting adjusted and achievable targets and goals. Incentives such as increased choice over tasks and ways of completing tasks, opportunities to participate in preferred activities, rewards on completion agreed with parents and participation in chosen activities online with peers may be selected. In addition they may receive additional agreed support from teachers, TAs, parents and peers.

Teachers will report to SLT on children's participation, engagement and submission of work each week and follow up will be agreed and undertaken urgently where required.

## **How will you assess my child's work and progress?**

### **Formative assessment, feedback and marking**

Teachers will make use of formative assessment methods to evaluate work done remotely just as they would in school.

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:

Children will receive feedback on their remote learning either as individuals, as groups or as a whole class. This will be communicated in person, through the remote learning platforms or attached to pieces of work that have been submitted. It will also be communicated during live or pre-recorded sessions. Detailed feedback will be provided on no less than three pieces of work each week within two days of the completion deadline.

Each week teachers will make clear, as part of the timetable for the week, which pieces of work should be uploaded so that teachers can provide feedback. Feedback will always be provided on these key pieces but teachers will look at all work and may comment or give feedback on any piece or address common misconceptions in live or recorded lessons.

This feedback will:

- Encourage and praise the children's efforts and good attitude to ensure good self-esteem and a sense of achievement
- Focus on the quality of the work and offer suggestions for correction or improvement
- Take the form of a written (typed) comment on the work or a voice clip.

Teachers may also:

- Make additional resources available to support and scaffold learning
- Suggest further tasks, alternatives, challenges or that the child attends a drop-in or intervention session
- Provide answers and encourage children to self-mark and then look at the work and self-marking afterwards
- Provide opportunities for children to collaborate and/or peer assess where appropriate e.g. by leaving a comment on another child's work, or by linking up via another platform, with parents' permission, such as FaceTime or WhatsApp.
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We will also elicit feedback and self-evaluation from the children and their families about the remote learning, in particular on whether it was pitched at the right level.

Remote Learning work may be praised or recognised in school, on the class stream or in assembly. During periods of remote learning, we will continue to select children for Special Mentions/*Over and Above* awards weekly, as would be the case in school.

The teacher's knowledge about how the child has performed on any given task will go towards an assessment of their attainment in each subject, which is recorded as a lesson evaluation and in Target Tracker as usual.

Teachers will also, from time to time, use particular assessment activities, testing, quizzes, etc., to find out how much the children know, understand and can do, either at the beginning of a unit of work or at the end or both.

Assessments recorded in Target Tracker will be analysed termly and discussed with the leadership team at termly Pupil Progress Review Meetings. Following this a class provision map for targeted support and interventions will be drawn up for each class and children on the SEND register will have their individual support plans reviewed and provision adapted.

## 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.

Eden Primary is proud to be an inclusive school. We recognise that all children have a right to access a broad and balanced curriculum. Appropriate, differentiated remote learning will be set for all children with complex and additional Special Needs which closely aligns with the educational offer for all but also takes account of their particular special needs and their particular aptitudes. Work will be planned in discussion with the Inclusion Leader and class teachers where necessary. Teachers and TAs will plan motivating and engaging interactive lessons and will liaise closely with parents. Tasks will have a clear focus and time scale, give plenty of opportunity to succeed, help to develop a range of skills, including social skills, and be manageable for children, parents and teachers. Teaching Assistants will often work one to one or with a group on interventions to support children requiring additional support or input, either for a short period or on a regular basis where required.

Online opportunities may offer some scope for peer interaction and allow for participation and collaboration with peers on group projects. However children with SEND may in some cases find online sessions challenging as the platforms restrict the physical and visible interactions and subtleties of gesture encountered every day and can be a barrier to their engagement and social development.

It is therefore important for staff and parents to recognise the need to discuss the importance of what can be done at home to help maintain the development of social and behaviour skills and for staff to support parents with this. It might be through comedy evenings at home, socially distanced meeting, interactions using an online platform with fewer peers or with family, etc. Barnet and Haringey offer a range of resources to support both parents and staff with ideas and ways of ensuring social skills are maintained and developed. Eden will utilise these ideas and build on them.

The Inclusion Lead will do all that is possible to ensure that regular contact with outside specialist agencies and professionals is maintained and ideas, support and information is cascaded effectively.

### **Younger pupils – Reception, Year 1, Year 2**

All work and resources are tailored to meet the needs of children and our remote learning is set up to ensure a balance between activities that may need some parental input and those where children can be more independent.

Since the first lockdown in March 202, we have reviewed our provision and have identified the online learning platform **Seesaw** which will be used to allow our youngest children greater independence in their work. Work is set and marked with the help of voice clips and children can

comment using a voice clip as they wish. The platform is intuitive to use and has great functionality for our youngest children. It will be introduced from September 2020 in Reception, Year 1 and Year 2. Teachers in Years 3-6 may choose to use elements of Seesaw as they see fit.

### 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 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?**

Regular homework, according to the homework policy, will now be set through Google Classroom and Seesaw.

All children will participate in at least one task through Google Classroom or Seesaw in school each week to enable them to develop the necessary skills and attitudes for online working and to ease the transition to learning at home when it becomes necessary.

When individual children are at home for Covid-related reasons, a selection of English and Maths tasks will be available on Google Classroom or Seesaw for children each week in addition to the regular home/school tasks. This will ensure continuity of learning. If teachers or other teaching staff are able, they will also upload tasks in other curriculum areas but this is not essential.

Assessment and tracking remain in place so that each child can be taught and challenged according to his/her needs and any learning gaps can be filled.