Remote Education Provision

Kings Hill School
Primary & Nursery
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This document provides information for all stakeholders about the remote learning provision at Kings Hill School and Nursery

Overview

- Our remote learning offer will follow the curriculum set out in our year group curriculum maps where possible.
- Our curriculum planning provides a broad, balanced and engaging curriculum in line with the National Curriculum expectations.
- To enable a high quality provision for remote learning, Kings Hill School and Nursery use Microsoft Teams for children to access their work.
- Our remote learning offer includes pre-recorded videos from class teachers, teaching slides with activities and support resources and live interaction from class teachers and SLT.
- To enhance the remote learning experience, all children have access to either **Numbots** or **TT Rockstars** and **SPaG.com** in Key Stage 2.
- There are **three** phases of remote learning at Kings Hill School:

  1. Individuals

  2. Whole Class

  3. Lockdown

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Our Guiding Principles

- Children that are self-isolating or shielding **must** have access to their entitled curriculum.
- Online learning **must** be safe and secure.
- Provision **must** be high quality and contain challenge in both core and wider curriculum subjects.
- Communication between the children and teacher **must** be easy and direct for questions, clarification and feedback.
- We **must** be responsive to children's learning needs including children with SEND.

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The Three Phases of Remote Learning Provision at Kings Hill School & Nursery

Phase 1.

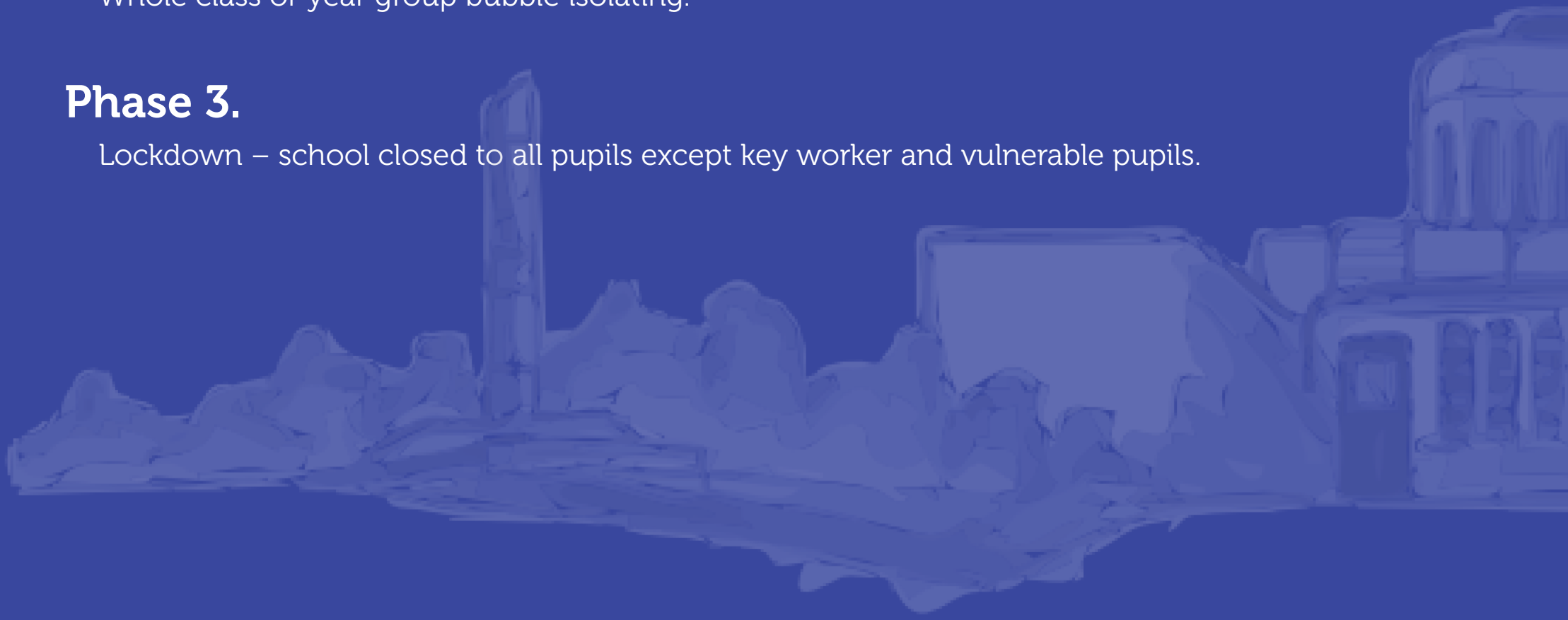
Individual or small number of children isolating.

Phase 2.

Whole class or year group bubble isolating.

Phase 3.

Lockdown – school closed to all pupils except key worker and vulnerable pupils.



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Research into our Remote Learning Provision

When formulating our remote learning offer we have taken into account research about how children can access high quality learning remotely including research undertaken by the Education Endowment Foundation. We have also considered research by Doug Lemov, 'Teaching in the Online Classroom' where asynchronous and synchronous learning strategies are evaluated with case studies. We have also reviewed research published by Ofsted, 'What works well in remote education.' In addition we have taken into account our community context and the different pressures that families face to ensure that our remote learning offer is high quality and meets the needs of the community living in Kings Hill.

Please Click Information Links Below

What Learning Should Be Promoting For Home During School Closures?

Teaching In The Online Classroom Book by Doug Lemov

What's Working Well In Remote Education?

The Aims of our Remote Learning Provision

- Ensure consistency in the approach to remote learning for all pupils.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection and keeping safe online.
- Ensure pupils unable to attend school remain fully included within the school community.
- Continue to ensure that every child receives the best education the school can provide them.
- Ensure that remote education is integrated in the curriculum and the full curriculum offer is provided.

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Isolation & Lockdown Phases Explained

Phase 1 - Individual and small number of children isolating

- If a child is self-isolating, as they have tested positive for COVID-19 or have been advised to isolate through track and trace, set work and teaching slides will be uploaded to Microsoft Teams.
- All core and wider curriculum lessons and activities will match as closely to the class work in school as possible.
- Feedback will be given to work that is uploaded to Microsoft Teams.
- A device will be given to the child if they do not own a device and so cannot access Microsoft Teams.
- Numbots, TT Rockstars and SPaG.com will complement the remote learning.
- A pack of reading books will be offered to all children.

Phase 2 & 3 - Whole school lockdown

- There will be two live sessions each day – a morning meeting to register the children and set expectations for the day and an afternoon session to register the children and provide whole class feedback from the morning's learning
- Teachers will provide pre-recorded videos for English, Phonics, Maths, French and Art.
- Teaching slides and activities will be provided for all other subjects.
- Lessons will be sequential and designed to build on knowledge and skills. They will provide a clear explanation of new content, as well as providing opportunities to practise and apply new knowledge.
- Children will have the opportunity to reflect on their learning to ensure they continue to progress, through feedback in the live sessions and written feedback for the work that has been handed in.
- Senior leaders will provide a weekly live session to support wellbeing - this will be a story session in EYFS, a show and tell session in KS1 and a quiz session in Key Stage 2.
- Packs of books will offered to all children to support their reading at home.

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Early Years
Foundation Stage

A typical remote learning day in Reception and Nursery
Phase 2 and 3 - Up to 3 hours

Morning Welcome
Meeting and greeting the children is a vital part of the day. Teachers will explain the activities for the day and ensure the children are ready for learning. There will be a fun activity for the children to take part in as a class.

Phonics and Reading
Teachers will prepare a daily pre-recorded video for phonics. High frequency words are also taught at this time. Children are encouraged to read decodable books that will be sent to them in order to practise the phonics taught. A book pack will also be sent home to share with adults to promote their love of reading. In Nursery, one pre-recorded lesson for Phase 1 phonics will be uploaded each week.

Maths
Teachers will prepare a daily pre-recorded maths video with activities for children to practise their learning. The lessons will build on previous learning. in Nursery, one pre-recorded maths session will be recorded weekly.

Wider Curriculum
Children are set a daily activity that will be based around either physical development; understanding the world; expressive arts and design or personal, social and emotional development. In Nursery, two activities will be set and these will be practical activities to be completed over the week.

Afternoon story time
Each teacher will carry out a live story time at the end of the day to interact with the children and finish off the school day as a class.

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Key Stage 1
Phases 2 & 3

A typical remote learning day in Years 1 & 2 - Up to 3 hours

Morning welcome
Meeting and greeting the children is a vital part of the day. Teachers will take a register and explain the timetable for the day; share any whole class feedback from the previous day and engage the children in a fun activity.

Phonics and Reading
Teachers will prepare a daily pre-recorded video for phonics. High frequency words are also taught at this time. Children in year 1 will be sent decodable books to practise the phonics taught and year 2 children will be sent books from their reading level. Children are encouraged to read or share a range of books from the book packs provided by school.

English
Teachers will prepare a daily pre-recorded video and activities for the children to practise their learning. This will include SPaG retrieval practise to support the children's recall of previously taught concepts. The English will be based around the key text of the term so that children have a context to their English work. the lessons are sequential and build upon prior learning.

Maths
Teachers will prepare a daily pre-recorded maths video with activities for children to practise their learning. This will include arithmetic retrieval practise to support the children's recall of previously taught concepts. The lessons will build on previous learning and follow the White Rose skills progression.

Afternoon Class Catch-up
This is a live session where the teachers will take a register, share any whole class feedback from the morning's work and engage the children in a fun activity.
The teacher will share the timetable for the afternoon to support the children with their organisation and time management.

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Key Stage 1
Phases 2 & 3

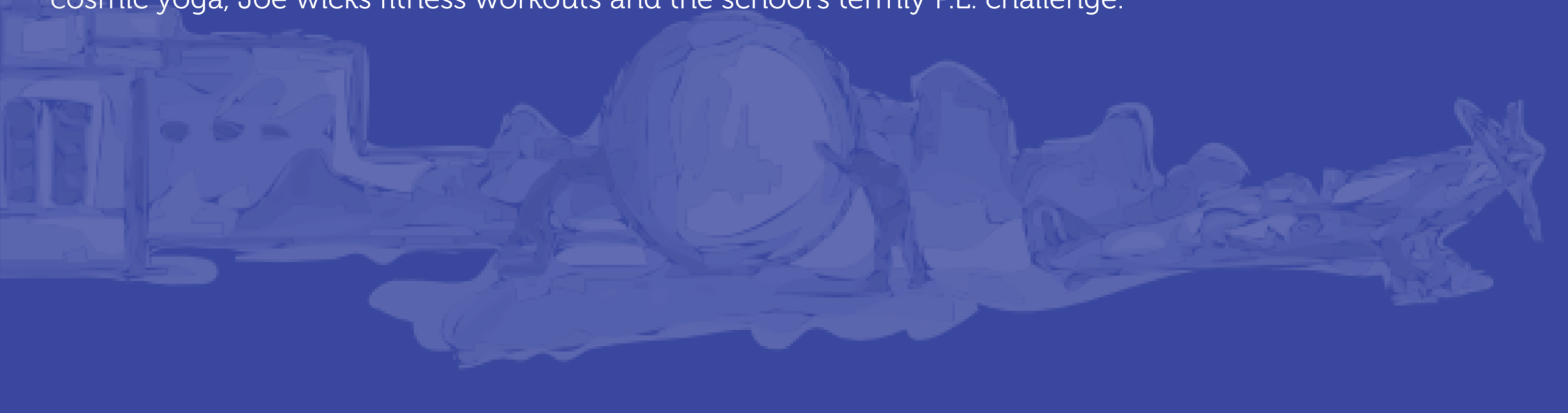
A typical remote learning day in Years 1 & 2 - Up to 3 hours (Continued)

Wider curriculum

Teachers will deliver the planned curriculum as laid out in the year group curriculum maps. Teaching slides will be provided to model the intended outcomes and activities given to enable children to practise their learning. Our music, art and French specialist teachers will provide pre-recorded videos to support the children. Outdoor learning opportunities will also be planned for.

P.E.

P.E. is encourage daily to develop fitness and provide breaks to support emotional and mental wellbeing. Curriculum P.E. will be delivered through teaching slides and suggested activities to take part in. Teachers will also provide a range of additional physical activities for children to take part in during the day such a cosmic yoga, Joe wicks fitness workouts and the school's termly P.E. challenge.



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Key Stage 2
Phases 2 & 3

A typical remote learning day in Years 3-6 - Up to 4 hours

Morning welcome
Meeting and greeting the children is a vital part of the school day. Teachers will register the children, explain the timetable for the day, share any whole class feedback from the previous day and engage the children in a fun team-building activity.

Maths
Teachers will prepare a daily pre-recorded maths video with activities for children to practise their learning. This will include arithmetic retrieval practise to support the children's recall of previously taught concepts. The lessons will build on previous learning and follow the White Rose skills progression.

English
Teachers will prepare a daily pre-recorded video and activities for the children to practise their learning. This will include SPaG retrieval practise to support the children's recall of previously taught concepts. The English will be based around the key text of the term so that children have a context to their English work. The lessons are sequential and build upon prior learning.

Spelling and Reading
Teaching slides will support the teaching of spelling rules using Spelling Shed and guided reading teaching slides will support children's comprehension of texts.

Afternoon Class Catch-up
This is a live session where the teachers will take a register, share any whole class feedback from the morning's work and engage the children in a fun team-building activity. The teacher will share the timetable for the afternoon to support the children with their organisation and time management.

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Key Stage 2
Phases 2 & 3

A typical remote learning day in Years 3-6 - Up to 4 hours (Continued)

Wider curriculum

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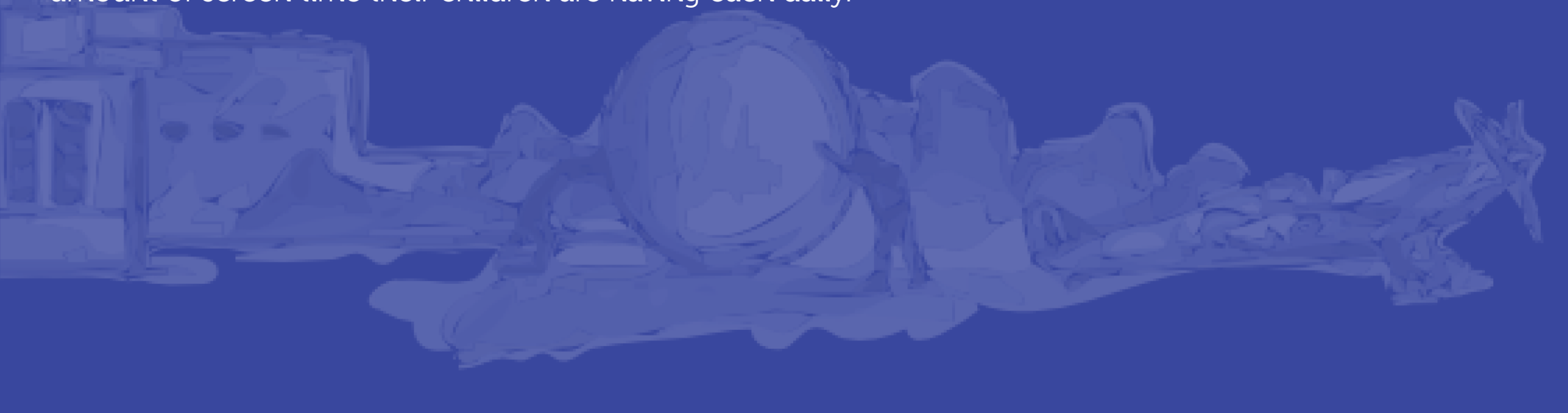
Why use Pre-Recorded Lessons?

Convenience for families
Pre-recorded input allows our children to access their learning at a time that is convenient for their family

Clarity
Being able to stop and rewind the video allows the children to work through at their own pace, allowing thinking time and talk time with an adult at home.

Shared Devices
Pre-recorded lessons allows families with more than one child to manage the use of devices throughout the day so that each child gets equal opportunities to access their remote education provision.

Screen time
Pre-recorded lessons allow for breaks and downtime form the screen allowing parents to control the amount of screen time their children are having each daily.



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Additional Remote Provision

There will be some weekly online instrument lessons delivered by our peripatetic teachers

Key Stage 1 Show and Tell Sessions
There will be live weekly show and tell sessions for children in EYFS – Year 2.

Key Stage 2 Quizzes
There will be live weekly quizzes for children in years 3 – 6.

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Optional Extended Learning Opportunities

Kings Hill School and Nursery have collated a range of home learning activities. These are optional activities to support families who require further provision beyond that set on Microsoft Teams.

All subjects	English	Authors	Maths
KS2 - BBC Bitesize	English | Key Stage 2 | Comprehension | Comprehension 3	Home - Michael Morpurgo Official Site	Numbots Game
Oak National Academy	Oxford Owl for Home: help your child learn at home | Oxford Owl	Terry Deary - Writer	Times Tables Rock Stars
Times Tables Rock Stars		The world of Jacqueline Wilson	25 Fun Maths Games For Kids To Do At Home Free Maths Activities
		Home - JKR	Primary resources for home learning | STEM
		Michael Rosen | Official Website	Math is Fun
			Woodlands Resources Maths Zone - Free Maths Games
			IXL Year 6 maths practice

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Children with additional needs (S.E.N.)

At Kings Hill School and Nursery, we understand that some children with special educational needs and disabilities will require additional support when accessing our remote learning provision. Here are some examples of the support we have in place.

Differentiation
Teachers will differentiate learning for children as appropriate. This will allow all children to access learning within their age related expectations.

Targeted Support
Where a child is struggling with an age related concept, teachers and teaching assistants will provide support through the chat facility on Teams; Teams face-to-face calls or by providing additional resources to support the child. Children with 1:1 teaching assistant support will have daily calls to support with the child's learning.

Head of inclusion and SENDCo
Our SEND team monitor the children with additional needs in each class. They will make weekly calls to families whose children have complex special educational needs and are available to other families through their email addresses on the school website. There will be virtual therapy sessions with Speech and Language therapists if this is part of the child's provision.

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Teacher-Child Contact

At Kings Hill School and Nursery, a member of staff will have regular contact with your child.

Feedback
Teachers will provide individual feedback to uploaded work on Teams.

Telephone
Teachers will make contact with families if a child has not attended the live sessions or handed in work for two days to support the well-being of the child.

Senior Leaders
Senior Leaders will make contact with families and conduct home visits as required. Senior leaders will contact families who may benefit from additional support, including with access to the remote provision.

Head of Inclusion and SENDCo
The SEND team will be proactive in making weekly contact to support children with complex additional needs and are contactable through their school email. Those children with 1:1 provision will have daily live support sessions with their 1:1 teaching assistant.

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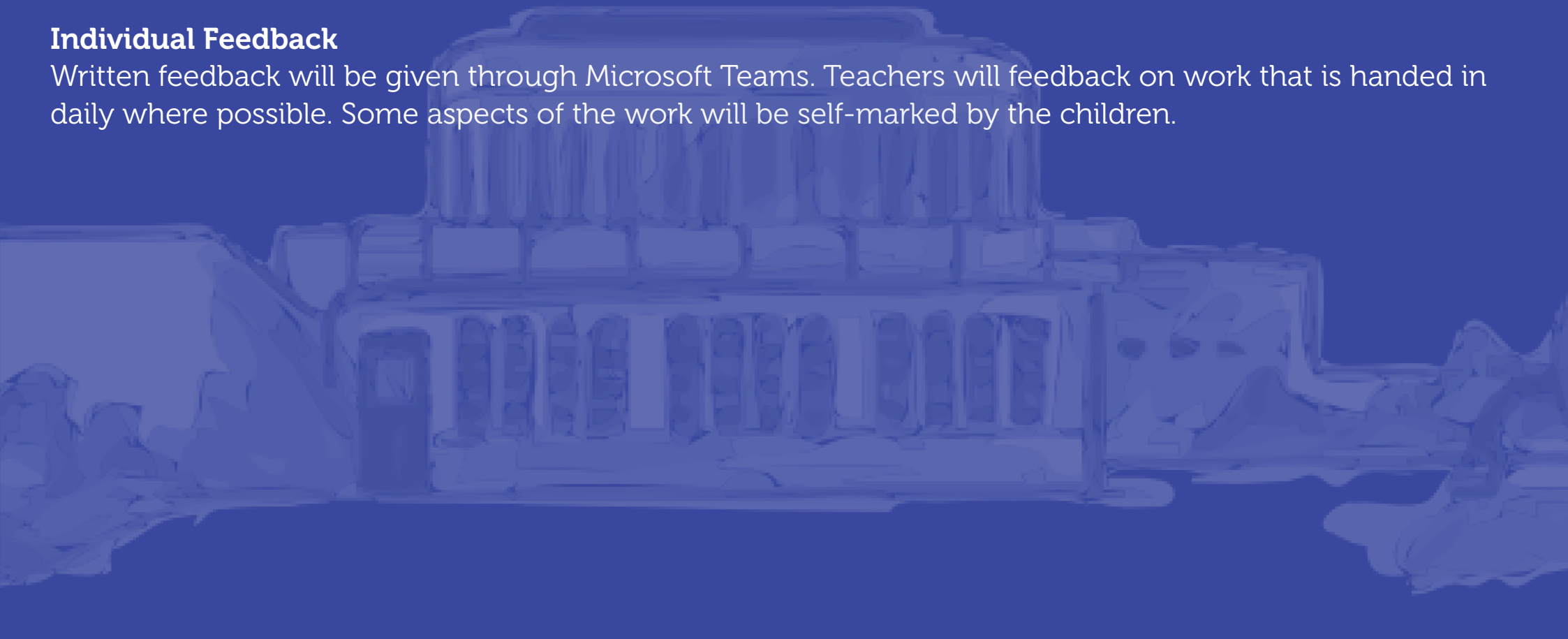
Engagement & Feedback

Whole Class Feedback
Teachers will use the live morning welcome and afternoon class catch-up to give general strengths and areas of development to the class. Examples of good work will be shared.

Group Feedback
For English and maths a teacher may respond to a group of children who may benefit from additional feedback or input.

Individual Feedback
Written feedback will be given through Microsoft Teams. Teachers will feedback on work that is handed in daily where possible. Some aspects of the work will be self-marked by the children.



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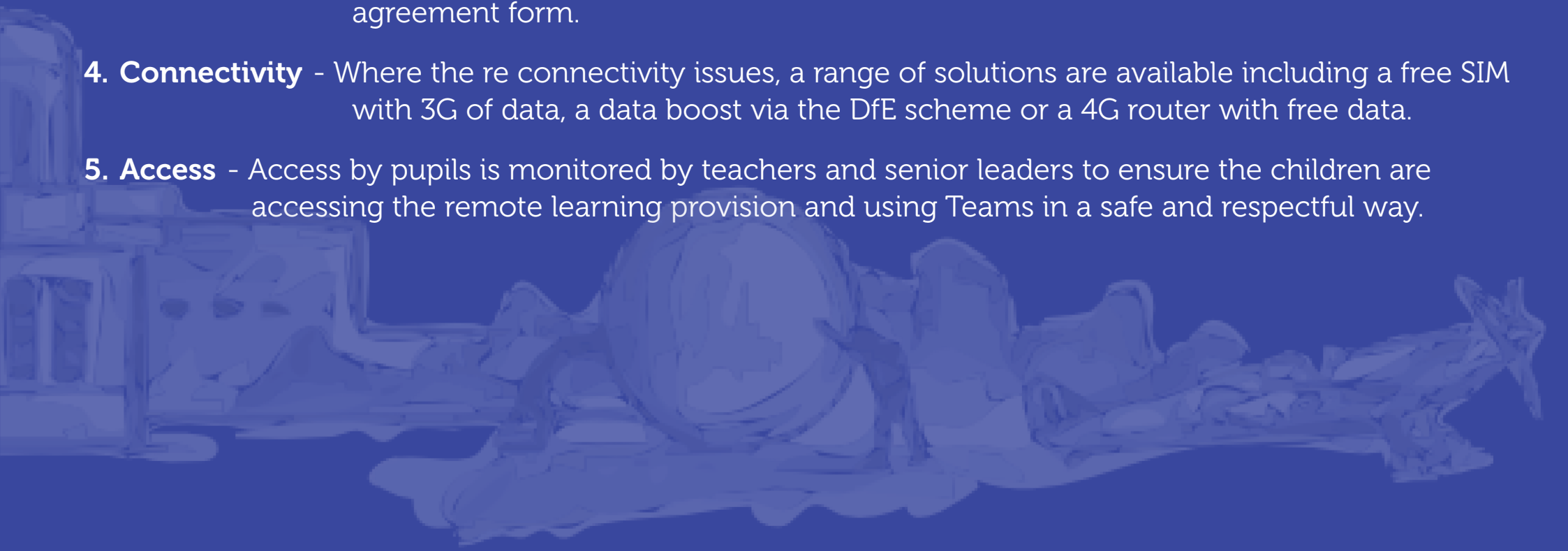
Accessing Remote Learning Provision

Some children may not have suitable online access at home. To allow access, Kings Hill School and nursery takes the following approach:

1. **Audit** - Class teachers and senior leaders identify the needs from a range of information.
2. **Order devices** - Our network manager orders the devices from the DfE and then will add antivirus and filtering services to each device.
3. **Assign devices** - The parent/carer is contacted to arrange collection of the device and sign a loan agreement form.
4. **Connectivity** - Where the re connectivity issues, a range of solutions are available including a free SIM with 3G of data, a data boost via the DfE scheme or a 4G router with free data.
5. **Access** - Access by pupils is monitored by teachers and senior leaders to ensure the children are accessing the remote learning provision and using Teams in a safe and respectful way.