



# MAYHILL JUNIOR SCHOOL

## Remote Learning Statement of Intent

### 1. Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils, parents and/or carers about what to expect from our Mayhill's remote education where the national or local restrictions require our children to remain at home.

This policy will also detail what to expect when individual pupils are self-isolating, please see the final section of this page.

### 2. The remote curriculum: what is taught to pupils at home (during bubble isolation or self-isolating)

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?

If your child is absent from school for reasons related to coronavirus, we are able to provide school work for them. (We don't expect children who are unwell to be accessing remote learning).

**First 2 days:** This is available on our website - [click on the correct year group.](#)

Where children are self-isolating we encourage them to use a set timetable or routine but as a school, we will not direct your child to complete learning at specific times, as you know what can be achieved at home with your child/ren.

However, we suggest this possible timetable...

- 9.00 - 9.10: Spelling practice
- 9.10 - 10.10: Maths Remote Learning activity (click on the website to the relevant year)
- 10.10 - 10.30: Break Time
- 10.30 - 10.45: Time Tables Rock Stars Practice
- 10.45 - 11.45: English Remote Learning activity (click on the website to the relevant year)
- 11.45 - 12.00: Quiet independent reading
- 12.00 - 1.00: Lunch
- 1.00 - 3.00: Afternoon lessons.

### Afternoon lessons

For these first two days, we recommend referring to our half-term homework sheets which have lots of curriculum related learning activities linked to Seesaw

If your child is going to need remote learning provision for longer than two days, please call the school 01256 702 973 so that we can provide personalised learning via Seesaw.

### **3. 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?**

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in Art, DT and Science, adaptations may be needed on our Seesaw activities to accommodate a lack of specific resources for home learners; however, during a National Lockdown all children whether in school or remote learning will follow the same lessons.
- We teach the same curriculum subjects as we would usually teach during the term. However, in the instance of Relationships and Sex Education (RSE) certain aspects will not be taught either to the children in school or remotely as we feel that certain aspects need supported teacher dialogue and clear advice and guidance. These aspects will be covered on the children's return to school where they fit into the curriculum.

### **4. 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:

- Each day we set a minimum of 3 to 4 hours of activities/lessons.
- This is above the minimum expectation set by the DfE (of 2 to 4 hours) and for some children the activities may be completed quicker than by others.
- As a school, we will not direct parents/carers to complete learning at specific times, as you know what can be achieved at home with your child(ren).
- It is acknowledged that for some parents/carers work expectations may impact on the ability for your child to stick to this timetable and we recommend you organising a timetable that fits in best you're your home school/work situation.

#### **Suggested Timetable:**

9.00 - 9.10: Spelling practice  
9.10 - 10.10: Maths Remote Learning activity  
10.10 - 10.30: Break Time  
10.30 - 10.45: Time Tables Rock Stars practice  
10.45 - 11.45: English Remote Learning.  
12.0 - 12.00: Quiet independent reading  
12.00 - 1.00: Lunch  
1.00 - 3.00: Afternoon lessons.

### **5. Accessing remote education**

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

The following online tools are used to support your child's learning at home:

- 'Seesaw' – for all children
- 'TTRockstars' – for all children
- 'Nessy' – for identified children only
- Zoom – accessible by all for Friday 'Live PSHE lessons' and for Head Teacher assemblies

## **6. 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:

To support those who do not have digital or online access at home we will:

- issue or lend devices that connect with a home internet/4G. If I need to enquire about borrowing a device I will make contact with Mayhill's office via either a phone call on 01256 702 973 or via an email to the school admin office [adminoffice@mayhill.hants.sch.uk](mailto:adminoffice@mayhill.hants.sch.uk) Any request will be passed onto the class teacher or Deputy Head who will, where devices are available direct for one to be collected from the school office. If I am classed as critically extremely vulnerable and shielding as per government guidelines, or I am self-isolating Mayhill will arrange for the device to be dropped off at my home.
- if I have no online access at home, in consultation with my child's class teacher or the inclusion manager (where appropriate) via a phone call/email to Mayhill my child will be supported through my weekly collection of access to printed materials/workbooks (these will not always match the remote home learning provision).
- where it is appropriate I know that some children, in consultation with the Inclusion Manager may be directed instead to specific paper packs, or a workbook produced by the Inclusion Manager and/or their class teacher
- if I am collecting a weekly pack of work as agreed with the class teacher/inclusion manager my child's work will be reviewed through returning the weekly pack to school. My child's class teacher/year group teacher/support assistant will review their work in a weekly phone call home to my child.

## **7. How will my child be taught remotely?**

We use a combination of the following approaches to teach pupils remotely, some examples of our remote teaching approaches are:

- lessons planned and supported by video/audio recordings made by Mayhill's teachers and set through the online platform of Seesaw
- some lessons set via Seesaw may link directly into the all or part of a lesson/series of lessons from Oak National Academy
- some children, in consultation with the Inclusion Manager may be directed instead to specific paper packs, or a workbook produced by the Inclusion Manager and/or their class teacher
- reading books pupils may have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences for e.g. BBC Bitesize KS2

- live PSHE teaching (online lessons) through Zoom

## **8. 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?**

Our expectations are for you to:

- have discussed and set an appropriate timetable for your child each day so that the routine of school continues on a Monday to Friday that supports my child/ren's education
- to support/direct my child to register each morning between 9am and 9.15am (where possible)
- to support in meeting Mayhill's expectations of a minimum of 3 to 4 hours of home learning each day

to reinforce the expectations for my child/ren to engage daily with the set remote education to the standards usually expected by their class teacher

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

- Teachers and support assistants within your child's year group will regularly check pupils' engagement with remote education throughout the day
- Where remote actively is reduced or creating a cause for concern Mayhill will make contact, in the first instance, through a message on Seesaw
- If there continues to be reduced engagement, including through the monitoring of the daily register and the lack of completion of tasks set on Seesaw one of the year group teachers will phone home to discuss with me and/or my child what the barriers to engagement might be.
- Teachers and support assistants within your child's year group will regularly check pupils' engagement with remote education throughout the day
- Where remote actively is reduced or creating a cause for concern Mayhill will make contact, in the first instance, through a message on Seesaw
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## **10. 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 via a morning video or student announcement are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- response to whole class work through small videos or notes posted on Seesaw as a morning update

- year group staff will respond to child's work through Seesaw, sometimes with a 'heart' symbol to acknowledge receipt of the work, where it is appropriate for the task e.g. in response to the daily register
- year group staff will, especially for Maths and English, respond to work directing child/ren to areas that may need further attention or correction or sometimes in acknowledgement of the effort that has been put into their learning
- the intention of the school's feedback is to help sustain engagement with learning for child/ren and to provide them with a sense of belonging
- over the course of a week children will receive a direct comment from their own teacher for at least one piece of work

## **11. 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:

For those families supporting a child with SEND and where extra support is required:

- lesson's set on Seesaw will have supporting audios or video's to support my child's learning style as part of the lesson set to all; to facilitate ease of access to the learning for SEND children and those without SEND
- where necessary and in close discussion, Mayhill's inclusion manager in conjunction with my child/ren's class teacher will provide or set alternative work to support my child at home
- work set may take the form of SEND appropriate worksheets or workbooks
- where appropriate my child might have access to 'Nessy' to support their reading and/or spelling or this might be set on Seesaw for them
- I know that I can call and leave a message at the school office on 01256 702 937 or through an email via [adminoffice@mayhill.hants.sch.uk](mailto:adminoffice@mayhill.hants.sch.uk) and contact will be made within 24 hours
- If my child/ren are on the SEND register, I already have direct contact via email to the Inclusion Manager.

### **Remote education for self-isolating pupils but the majority are still in school**

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 or a 'bubble' being absent. 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?

If your child is absent from school for reasons related to coronavirus, we are able to provide school work for them. (We don't expect children who are unwell to be accessing remote learning).

We have divided their time away from school and how we approach their work into two areas:

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### **Afternoon lessons**

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### **Day 3 to 10 of absence**

If your child is absent for longer, we definitely recommend trying to put into place a timetable so that they are expected to work - albeit from home. Your child(ren) will now need to log onto Seesaw to access remote learning provision. The class teacher will touch base with them at the end of each day and help provide feedback on the work they have completed.

As soon as you know your child will be returning to school, please let us know to avoid the class teacher preparing work.

### **English & Maths**

As long as you have notified the school, we will make sure the activities are available on Seesaw. For Maths, children will be utilising the National Oak Academy online learning, continuing the lessons they lessons started from days one and two.

We will also provide one afternoon lesson for each day that supports learning going on in class. If you would like your child to do more, they can access the half term homework sheet and activities set on Seesaw.