



Remote Learning at Holtsmere End Junior School

Government Expectation for age of the children at the school	School's provision
<p>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</p>	<p>All children have been provided with a Google classroom account. Teachers are adapting the planning week by week that would have been taught if the children were all in school. This is happening daily for Maths, Reading, English. Two spelling lessons are provided each week with grammar lessons in addition to this. Every day there will be at least one additional lesson provided as another subject following the previously planned sequenced learning of skills and knowledge- although adapted.</p>
<p>use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations</p>	<p>Teaching videos will sometimes be provided. The purpose for these will be for the modelling of a skill that is being taught. There may be links provided to an appropriate you tube channel or a recorded video by the class teacher eg modelling the process for long division in year 6.</p>
<p>give access to high quality remote education resources</p>	<p>The resources are high quality as they are adaptations of what we would have been using in the classroom. Google classroom has been the ideal platform for this.</p>
<p>select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use</p>	<p>All teachers received Google classroom training in the Autumn term- as did the children in preparation for a lockdown. Google classroom is the platform that is in</p>



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	<p>use as this allows for the work to be set, interaction via comments for teachers and children to use. Children submit their completed work, this is then marked with feedback and returned. Effective assessment can take place when children submit their work.</p>
<p>provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</p>	<p>There are a very small number of children being provided with paper resources. This is not because of children not having access to online resources however to meet their SEN needs- finding it a challenge to sit in front of a screen rather than working on paper. We have been allocated 41 laptops by the DFE these have been allocated. We are applying for additional data for parents who request it to mobile phone providers. We are also able to request a routers to provide them with online access.</p>
<p>recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs</p>	<p>SENCO and class teachers working with individual families and adapting the work set accordingly.</p>
<p>publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an optional template is available to support schools with this expectation</p>	<p>Completed by 8/1/21</p>



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set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects	Completed on Google classroom
set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: primary: 3 hours a day, on average, across the school cohort	It is expected that if completed to the children's best ability they should be spending at least 3 hours a day learning. The likelihood is that it will be more like 4 or 5 hours if also using Lexia, Times table rockstars and learning spellings especially for the Year 6 children.
provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos	See above
have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern	Learning mentor and Head teacher collecting feedback daily from class teachers regarding children who have not engaged the day before or have not completed work to the expected standard. Phone calls are being made to individual families if there are concerns about a lack of engagement.
gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate	Google classroom facilitates this. Spelling assessments and 'quizzes' set.
enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding	Following effective assessment for learning planning and work provided is adapted in the same way that it would be if the children were learning in the classroom. Individual feedback given.



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<p>What else are the school providing?</p>	<ul style="list-style-type: none">• Weekly assembly delivered via zoom by the Head• At least two live sessions per week with the class teacher- this will be an opportunity for the teacher to give praise and encouragement and discuss concerns and worries. This will support the children's wellbeing.• Live music sessions offered to one year group every week initially with the possibility of more in the future.• Live PE sessions planned delivered by the school's sports apprentice with the ambition of being more inclusive than the Joe Wicks HIIT style sessions. These sessions will also include a healthy eating aspect.• Food parcels available for children on free school meals with the possibility of vouchers when available.• Well being calls to vulnerable families.