



Our Guide to Remote Teaching and Learning

Introduction

The overriding purpose of our remote teaching and learning programme is to continue to provide our children with the very best quality of education that we can within the challenging circumstances that have been presented to us. It remains our responsibility to ensure that every child has the opportunity to make fantastic progress while at home, despite the closure of a 'bubble' or the whole school for a period of time, whilst continuing to establish that love of learning we consider synonymous with an LJS education. We are, therefore, providing a combination of essential learning, delivered through core curriculum lessons, with a wide-ranging array of additional activities that we hope will engage and inspire your children as if they were with us at school. We continue to recognise the significant demands that remote teaching and learning places on you and your family, and we remain committed to supporting you and your children throughout any period of school closure.

Associated Reading

This Guide should be read in conjunction with the following documentation:

- Our Guide to Remote Safeguarding and Online Safety
- Our Guide to Remote Care and Wellbeing
- Our Guide to Microsoft Teams

Expectations

It is our very great hope that Laxton Junior School remains open through the coming months but we also feel strongly that we must be prepared for the possibility of a single 'bubble' or the whole school closing once again. Should this be necessary, we know that it will immediately place significant pressure on our families as learning must, once again take place at home, and will be doing all we can to support you with this through the provision of our online programme. Part of this is being clear about our expectations: not all families will be able to engage with all aspects of the content produced and, if so, that is absolutely fine; we understand that each family's dynamics and rhythms are different and we will respect entirely the decisions that you make with regards to how much you feel able to. It is important, however and as a minimum, that your children engage with the core curriculum, as defined below.

Our Approach in Reception

For our youngest children, we have made some adjustment to the approach, laid out below, to accommodate the expectations of the Early Years Foundation Stage Framework and the very different approach to learning that we take in Reception. Weekly skills overviews, highlighting Literacy, Numeracy, PSED, Understanding the World, and Expressive Art and Design intentions will be provided, alongside daily Literacy and Numeracy lessons, and a once weekly teaching video for each of the other areas. This content will provoke and invite learning, interest and creativity but families will also be given a variety of ideas that will incorporate skills into their daily routines, following the direction led by their child and using the resources available to them.

Our Approach in Years 1 to 6

Each week, all curriculum lessons (with the exception of Swimming) will be available for your children to interact with. Lesson content will be uploaded to Teams, in the form of an 'Assignment', during the afternoon/evening of the day before it is set; this gives parents, who would like to preview it, the chance to do so. Our expectations for what these Assignments look like, how they should be interacted with by your children and the manner in which important marking and feedback will be provided is laid out below.

Lesson Content

Every teacher has their own style and every classroom has its own landscape, which enables our lessons to be delivered with a balance of individual passion, structure and quality. However, to ensure parity across the school the following will be present in core and subject specialist lessons:

- Learning objectives or WALTs (we are learning to) that explain what the aim of the lesson is
- Success criteria that explain what successful learning should look like at the end of the lesson
- Teaching videos that teach, model and explain a particular concept to the children
- Activities that will enable children to demonstrate this new concept through a range of tasks
- Associated documents and resources as might be appropriate or required to support learning

The Curriculum

Over the course of the week, Form teachers will deliver a daily English and Maths lesson and a weekly PSHE lesson. Grammar, reading, writing, spelling and phonics will be covered as appropriate and incorporated into English lessons, as they would be in school. Children will be expected to continue with their reading to further develop comprehension and language skills, and this will be directed and supported by their Form Teacher.

Weekly lessons will be delivered by specialist teachers in Computing, PE, Science, Music, RE (KS2 only) and MFL. The length of time that an assignment should take will be in keeping with the time the equivalent lesson might take in class.

Lesson Delivery

All lesson content will be delivered through Teams' Assignments; these will consist of a pre-recorded teaching video and associated resources to support engagement with the set task. The length of time that an assignment should take will be in keeping with the time the equivalent lesson might take in class. Assignments will be adjusted for groups and individuals to ensure that they contain the necessary support and challenge.

Handing in Work

When an Assignment has been completed, your child should submit it to the relevant teacher. They can achieve this by using the 'Hand in' button. This action will then be acknowledged by an animated picture. The 'Hand-in' date for every Assignment will be one week after the assignment has been set. If you are experiencing exceptional circumstances and submitting work is proving a challenge, please email your Form Teacher to talk this through. Further details of how to hand in work can be found in 'Out Guide to Microsoft Teams'.

Marking and Feedback

Each piece of work that is handed in by the due date (one week after it has been set) will be acknowledged as received, and targeted feedback will be given according to the agreed guidelines between Form teachers and the Assistant Head Academic. Further details of each year group's specific approach will be shared with parents prior to the period of remote teaching and learning beginning.

Remote Meetings and Live Lessons

Following feedback from the Summer Term, we have increased our live sessions to include an 8.30am meeting point for all children with their Form Teacher. This session will involve a daily contact point for each Form, providing pastoral and wellbeing support, registration, a chance to answer questions and queries that the children may have about prior learning, and an introduction to the learning activities that will be taking place during the day.

In addition, every child will receive two extended small group sessions, each week, that will enable the Form Teacher and the children to engage in bespoke live learning on English and Maths activities, specific reflection and feedback on previous tasks, modelled engagement with work that the group had found challenging, opportunities for stretch and challenges tasks, or a chance for the group to work through PSHE or wellbeing activities as they might be needed.

We will also operate a daily live afternoon session, where teaching staff will bring a year group together for a reflection about the day, to answer questions and queries about the work covered, for mindfulness and wellbeing activities, or to read a story together.

Educational Support

The continuation of Educational Support is imperative if we are to ensure all children, regardless of learning need, continue to make the progress we strive for. Scheduled one-to-one or small group sessions will be arranged, through email, for your children should it be appropriate; from there, a Microsoft Teams meeting will be set up, which will appear in your child's Teams Calendar. Each Educational Support Teacher will be able to talk parents through this process but further information on live lessons can also be found in 'Our Guide to Microsoft Teams'; we also expect staff, parents and pupils to be clear on the expectations for these sessions as outlined in 'Our Guide to Safeguarding and Online Safety'.

Music Tuition

Music is an essential part of our provision and we are excited for it to continue through live one-to-one lessons should a 'bubble' or the whole school have to close. VMTs will reach out to the parents of the children they teach to organise an agreed time for the lessons to take place; from there, a Microsoft Teams meeting will be set up, which will appear in your child's Teams Calendar. Each VMT will be able to talk parents through this process but further information on live lessons can also be found in 'Our Guide to Microsoft Teams'; we also expect staff, parents and pupils to be clear on the expectations for these sessions as outlined in 'Our Guide to Safeguarding and Online Safety'.

Developing Routines

Each household's rhythm will be very different to that of the normal school day and so replicating our usual programme, hour for hour, is just not possible. However, we recommend that you do try to find a manageable routine that works for you in order to establish a sense of supportive consistency for your children. It may prove useful to bear the following in mind when doing this:

- Engage with the core content in the morning when children are usually more focused and, only if you are able, the wider curriculum in the afternoon
- Find plenty of time for your children to rest, relax, play, eat and spend quality time with their families
- Consider scheduling regular family breaks and meals together to promote a sense of togetherness as the shared challenges of work and school coincide

Learning Spaces

Mindful use of existing spaces can make a huge difference to your child and how they feel about their learning. Television, radio and most music prevent meaningful learning from taking place; so, when determining where your children will work, do consider creating a learning environment that is uncluttered, calm and without, as much as is possible, background noise.

Technology and Resources

Never has there been more pressure placed on a family's WIFI bandwidth and technology, and this is something we are hugely aware of. Indeed, we have looked to structure our remote learning programme with absolute consideration of families who are working from home and with multiple children learning online simultaneously. Content can be accessed through any device capable of connecting to the internet but, once the learning videos have been watched and activities understood, most tasks can be completed away from the screen (we see this as an important part of our provision and do not wish our remote programme to result in an over-reliance on screens). As such, it is important that children have not only access to a device capable of engaging the internet but a range of additional books and stationery as well.

Supervision and Support

We have not forgotten how challenging the delivery and support of remote teaching and learning was for some families; indeed, we appreciate that the dynamics in each family varies from day to day and that the level of support that is available at home will also vary; as such, alongside the live sessions, staff will provide regular support through the subject Channels on Teams, in which they will respond to queries and provide ongoing help to children and parents as necessary. Parents can contact staff through the usual means to seek guidance and support or organise individual Teams meetings to discuss specific issues.

Queries, Concerns and Questions

As there are in the classroom, there will inevitably be difficulties faced by your children during their remote lessons; in these moments, questions are always welcome and we encourage you or your child to get in touch with us. The most effective way to do this is through Teams bearing the following in mind:

- Please use the relevant subject Channels to post messages; issues about some English work, for example, should be posted in the English Channel
- Using @name to alert staff members will help raise the issue with the right person; for example, @HillSumitha will send an alert to Mrs Hill to let her know that someone in her class has a problem
- Teachers and Teaching Assistants will be logging in during the morning and afternoon to check, comment and respond to queries
- We encourage our older children to seek support themselves at school and so would like them to do the same remotely, using the mechanisms outlined above

Whilst we will always get back to you or your child as quickly as we can, we will not be able to respond immediately on every occasion. If there is a delay, please do try to encourage your child to employ independent strategies to answer the questions they might have as this is what we absolutely encourage in school; they could work through the following, in this regard:

- Arrange for children to work on lessons together remotely, through Skype, WhatsApp, Zoom or any other video call service
- Re-watch the video to see if that helps them make sense of the problem
- Ask a friend using the class Channels on Microsoft Teams
- Ask an older sibling or an adult at home but only if there is one available and not themselves working

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