



In Transform Trust, we are committed to securing the best learning outcomes for our pupils through a **blended learning approach**. This means that the same broad school curriculum will be delivered whilst pupils are in school or if local restrictions require pupils to isolate or remain at home.

This information is intended to provide clarity and transparency for Transform pupils and parents/carers about what to expect during **remote education**.



### What is remote education?

Learning that takes place at home or away from school. Pupils will be supported by school by engaging in age and stage appropriate learning tasks, often with the use of technology to support connection, feedback and active participation.

### What should my child expect of remote education in the first day or two of pupils being sent home?

On the first day of isolation, a member of school staff will make telephone contact to explain how your child will be supported during their period of self-isolation or local restrictions. The school will check whether an adult is able to support at home and if your child has access to stationery and learning resources required. This may include access to technology. Schools will work families as much as possible to ensure they have all of the equipment they need.

High quality learning resources are available for immediate use on the Transform Trust Community webpage. You can access these by visiting [www.transform-trust.co.uk](http://www.transform-trust.co.uk)

### How long can I expect work set by the school to take my child to complete each day?



- **Early Years:** Up to 2 hours per day
- **Key Stage One** (Years 1 and 2): Up to 3 hours per day
- **Key Stage Two** (Years 3, 4, 5 and 6): Up to 4 hours per day

School staff will maintain regular contact with you and your child whilst working from home. Children with special educational needs or a disability will be contacted individually.

### Who can I contact if my child is struggling at home?

If your child is struggling at home, it is important that you contact your class teacher via **Class Dojo**. This should be done on the messaging stream. If you are unable to access Class Dojo, please ring the school office on **0115 9155821** or email [admin@williambooth.nottingham.sch.uk](mailto:admin@williambooth.nottingham.sch.uk). A member of your child's teaching team will be in touch with you as soon as they can be.

If your child has Special Educational Needs and you would like to speak with our **SENCO**, Claire Roberts, please contact the school office on **0115 9155821**.

If you are concerned about the safety of a child and need to contact our **Designated Safeguarding Lead**, please call **07719710073** to speak with Seth James.

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

At William Booth, we use **Class Dojo** to communicate with parents and as our primary learning platform. You will have received login details for this so that you can access your individual accounts for both you as a parent and for your child.

Class Dojo will be used for all communication with the class teacher. Daily learning will be uploaded into your child's individual portfolio. All pre-recorded lessons and learning resources can be found there. Once your child has completed their learning, please take a photo of their work and upload it back into their portfolio. The teaching team will then be able to acknowledge this and give feedback.

Any links to additional websites, resources or videos will also be uploaded to your child's portfolio unless they are relevant for the whole school. In this instance, they would be uploaded to the School Story.

Additional websites/platforms/resources include:

- BBC Home Learning offer
- Showbie
- Transform Community Hub
- Epic!
- Times Tables Rockstars
- Athletics

### **How will my child be taught when they are working at home?**

We will continue to use the curriculum sequence that has been planned at the beginning of each term, which will allow access to high-quality online and offline resources as if the children are in school. We have taken into consideration the needs of children who do not have access to online learning and have bought study guides for these families and will give further guidance through phone calls.

We will provide timely and helpful feedback as it is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to pupils' pieces of work, following the school marking policy, using the reward system and messaging tool on Class Dojo.

Our lessons are delivered pre-recorded, so that they can be taught or revisited at any point. These are available each day on your child's portfolio for you to access. The teaching input will either be a direct lesson from your child's teaching team, or may also be a lesson delivered through White Rose Maths or by our PE Teacher. Although the lesson itself will last for up to 10 minutes, there is an expectation that the total sum of the follow-up work will lead to at least three hours of work a day for Key Stage 1 children and four hours a day for Key Stage 2 children.

## Daily Overview:

	English	Maths	Foundation Subjects
EYFS	F1: Daily Phonics session Daily story  F2: Daily Phonics session Daily Story	F1: Daily mystery session  F2: Daily Maths lesson	F1: Daily mystery session  F2: Daily mystery session (PE, Art, Music etc)
Key Stage 1	Daily English lesson  Daily Phonics lesson  Daily Reading for Pleasure  Daily Class Story	Daily Maths lesson	Daily Topic lesson (includes PE, Music, PSHE etc)  Star of the Day
Key Stage 2	Daily English lesson  Daily Reading for Pleasure  Daily Class Story	Daily Maths lesson	Daily Topic lesson (includes Music, PE, Art etc)

Learning activities will be a balance of online and offline materials. We are keen for the children to retain their handwriting ability and write as often as possible. We provide paper packs of work, workbooks and activity books for this purpose.

During the period of remote learning, each child from Year 1-6 will also have at home:

- Maths CGP Book
- Reading CGP Book
- Phonics book (KS1 only)
- Writing activity workbook
- CGP study guide (for families without internet access)
- Reading book
- Online safety information
- Ipad from school if no access to technology/keyboard if access to an Xbox or Playstation

During the period of remote learning, each child from EYFS – Nursery children will have a home learning pack containing the following:

- Practical ideas such as interactive games, I-Spy and daily activities that can be easily achieved at home
- Pencil control activities and activities to help develop fine motor skills
- A name card to support name writing if appropriate (the child is ready for this)
- Phonics phase 1 ideas, such as body percussion and listening and attention games
- Maths interactive game ideas
- A pot of playdough

- Pencils and crayons
- A blank workbook
- Glue stick

During the period of remote learning, each child from EYFS –Reception will have a home learning pack containing the following:

- Topic Overview, showing all of the different stories and lines of enquiry Reception will be focusing on each term
- Phonics resources to support tasks set on Class Dojo
- Mathematical resources to support tasks set on class Dojo
- Phonics and maths worksheets to revisit prior learning
- A pot of play dough
- Pencils and crayons
- A blank workbook
- Glue stick

Children with Special Educational Needs, who struggle to access the curriculum for their age group, are provided with a bespoke work pack.

#### **Teaching staff will:**

- Ensure that all children have logins for Mathletics, TT rock stars , Epic , Showbie (where relevant)
- Provide data for those without the internet or with limited access and support parents in setting this up/hotspotting
- Have individual packs created and ready to go for all children in their class, which include pen, pencil, workbook/paper, all offline resources, sound mats, number lines, multiplication squares etc. These will be updated regularly and available during given time slots from school
- Have a list of the children who cannot access online learning and have resources ready for them, which in the most part includes access to technology
- Provide daily short videos for English and Maths to go onto Class Dojo with a link to the relevant page in the CGP book (see below table) or related learning activities provided e.g. Talk for Writing workbooks
- Track engagement by requiring children to upload a photo of their work to show involvement
- Track engagement through the above strategy and record on the Engagement Tracker
- Respond to messages as soon as possible within a reasonable time frame each day e.g. not late at night
- Ensure continuity and regular communication, if still teaching in school, with the staff who will support the remote learning of group of children from their class or an individual pupil.
- Use external providers, such as the Nottingham Music Hub or Oak National lessons to deliver Music and PSHE lessons- put a daily response question on Class Dojo for children to respond to
- Give regular feedback to the **whole class** and address common misconceptions.
- Offer individual support via Dojo messaging and phone following the assessment of individual pupil's work- this will not be daily.
- Ensure regular inputs on online safety.

- Work collaboratively with the class Teaching Assistant to offer individual support via Dojo and phone following the assessment of individual pupil's work.
- Work collaboratively with the school SENCO to offer individual support via Dojo and phone to individual pupils.
- Be in contact on the phone with every child in their group without internet access at least once in the week.
- Work collaboratively with the school Senior Leadership Team and report any lack of communication so home visits are organised promptly.
- Work collaboratively with the teachers in other phases to ensure the quality of home learning for families with children in different year groups.
- Report any safeguarding concerns promptly to the school Designated Safeguarding Officers and record them on MyConcern.

## **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?**

We fully acknowledge and appreciate that parents and carers have additional responsibilities during the school day and are incredibly grateful of your ongoing support with remote learning. For this reason, we have chosen to use pre-recorded lessons for as much of the time as possible so that parents and children can access learning at a time that works for them.

We expect **all children** to engage with **all work** set by teachers. Please do understand if we get in touch if this does not seem to be happening. Our aim is to support you in helping your child with their work wherever there are difficulties and we will make phone calls or home visits to offer help if work has not been uploaded.

#### **Parents will:**

- Support their child's learning to the best of their ability.
- Take responsibility for any resources sent home that must be returned at the end of the isolation period- this includes technology, reading books, study guides and other resources related to their child's need.
- Support their child's remote learning by ensuring a suitable working environment, a balance between online and offline based activities, maintaining a regular and familiar routine, and encourage their child to take regular breaks with play and snacks and to have fresh air where appropriate.
- Support daily contact with their child's teacher via Class Dojo or through regular phone calls.
- Ensure their child's online safety.
- Seek support from their child's teacher with regards to their child's learning.
- Seek support from school with regards to any safeguarding concerns, the mental health of both themselves and their children and any other help they feel they might need.

#### **Children will:**

- Complete the work in their workbooks and booklets following their daily guidance on Class Dojo.
- Have daily contact with their teachers on Dojo by uploading their work.
- Correct their work following teacher's feedback.
- Seek support to complete their daily activities from their parents, siblings and teachers.

- Seek support for their mental health from their parents, siblings and teachers.
- Follow the Internet safety rules when using online platforms.

### **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. We recognise the importance and impact of praise and feedback so your child's work will be celebrated throughout this period.

We will use a variety of methods to feedback to the children on their learning, which include:

- Whole class feedback at the start of the next lesson
- 'Liking' a posted piece of work
- Responding with a written comment
- Phoning and giving guidance if needed to those with or without tech
- Signposting children back to a lesson recording or online resource
- Video messages in portfolios

Teaching staff will feedback on learning:

- A maximum of 3x weekly for English and Maths (this may include whole class feedback at the start of the next lesson)
- Every foundation subject lesson that includes uploaded work

Celebration Assemblies and whole school competitions such as the Writing Competition also celebrate the children's achievements as a learning community.

### **How will you work with me to help my child who needs additional learning needs to access remote education?**

In Transform Trust, our motto is **Together We Achieve** and 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:

- We will provide differentiated work and pre-organised learning packs to continue to support Provision Map/IEP/EHCP and curriculum targets
- Ensure that there is a continuation in a child's provision where possible for example, virtual small group interventions. This will support the connection and relationship between school staff and your child.
- Provide further support to both parents and children with SEND, where needed, to enable children to access the learning through online communication platforms or telephone communication

- Continue to liaise with all agencies supporting individual children and attend any prearranged meetings during this time i.e. TAC meetings or annual reviews
- Continue to meet their statutory obligation with regards to the Code of Practice and legal time frames, with particular reference to EHCP applications and annual reviews.
- Seek feedback from parents with regards to confidence of delivery of personalised learning activities and provide support where necessary