

CLEVELANDS PREP SCHOOL

Remote education provision for Reception to Year 6

Information for parents



Curriculum for Reception to Year 6

We have high expectations for the delivery of our curriculum, whether it is delivered in school, or remotely.

Our remote teaching should allow for consistency in the curriculum taught for all children, whether they are school based or home based.

We have a Pupil Charter for all children to follow when they are learning from home. (Appendix A)

We have produced guidance for parents to help us deliver better quality and safer online lessons. (Appendix B)

We have clear guidance for the safe operation of Zoom for staff.

Some curriculum content may be adjusted to make it more accessible for remote learning.

We will focus on personalised verbal feedback and ensure it is delivered on a daily basis, as often as possible.

Remote Teaching Time

Each class may make small tweaks to their individual timetables but the structure below is adhered to by all classes.

Our timetable synchronizes with school to enable classes to learn together.

School has ensured that all children get access to specialist lessons in French, Music, Dance and P.E.

In addition to the timetabled Zoom lessons, all staff run marking groups to enable children to receive their personalised feedback.

Our expectation is that students will complete the work set within the working day and that only a small amount of 'finishing off' work will be required. After a long day in front of the screen, it is important that the students have sufficient downtime and family activity time.

The well-being of pupils, staff and parents is as important as the delivery of the curriculum.

TIMETABLES	
Lower School	<p>8.45am Registration</p> <p>8.50am until 9.30am Reading Activities</p> <p>9.30-10.15am Lesson 1 (Online)</p> <p>10.15-10.30am Assembly provided By Headmaster</p> <p>10.30-11am Break</p> <p>11.00-12.00pm Lesson 2 (Online)</p> <p>12.00-1.05pm Lunch</p> <p>1.05-2.05pm Lesson 3 (Online)</p> <p>2.05-2.20pm Break</p> <p>2.20-3.05 Lesson 4 (Online or Independent Work set by the teacher).</p> <p>3.10pm School Ends</p>
Upper School	<p>8.30am Reading Activities</p> <p>Registration 8.55am</p> <p>9.00-10am Lesson 1 (Online)</p> <p>10.15-10.30am Assembly provided By Headmaster</p> <p>10.30-11am Break</p> <p>11.00-12.00pm Lesson 2 (Online)</p> <p>12.00-1.05pm Lunch</p> <p>1.05-2.05pm Lesson 3 (Online)</p> <p>2.05-2.20pm Break</p> <p>2.20-3.15 Lesson 4 (Online or Independent Work set by the teacher).</p> <p>3.20pm School Ends</p>

Accessing Remote Education

All students will require access to a laptop, tablet or other internet enabled device. The two platforms that we use are ClassDojo (for offline work and signposting) and Zoom for online work and lessons. All students have access to Zoom and should follow school guidance to ensure safe access to the lessons. Please let your class teacher know immediately if your child has any issues logging on, or with access to an appropriate device.

Children should contact their class teacher with any issues.

Appendix A

• PUPIL CHARTER – YEARS 1 to 6

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- You must be dressed in school uniform ready for your first lesson at 8.45am.
- You must remain in uniform for the day. You are still engaging with school and having lessons. If you are to have a PE lesson you will be given appropriate notice and may wear your PE kit that day, as you would do in school normally.
- You must not be eating or chewing during the lesson.
- You must agree with the teacher how you ask questions or raise attention for support with your work.
- You must speak politely and respectfully to both your teacher and your classmates when speaking via any online platform, be this email, Classdojo, Zoom or any other method. You are in a school environment and are expected to behave as such.
- You must complete work when requested to do so and hand in at the time requested. Some work may be marked during lessons, and other work via Classdojo or in a method that the teacher chooses. This is only manageable if work is handed in on time. Late work cannot be guaranteed to be marked.
- It is your responsibility to follow the timetable and make sure you are ready for lessons at the correct time. Missed lessons are not acceptable.
- It is your responsibility to ensure you have what you need for each lesson. Teachers will always let you know what you will require.
- That you do not message teachers after 5pm. This is to ensure teachers have time to mark, prepare lessons and complete other school tasks, as well as attend to their own families and personal needs. Any emails or communications sent after this time will be answered the following day whenever possible.
- You will be placed into a marking/learning group where the teacher will speak to you within a smaller cohort to mark work, give feedback and assess your work. You must ensure you are available for these important sessions.
- Use your break times as break times. There will be less flexibility in the school day and you will need to have breaks away from your digital devices.
- That if you are required to take part in a one-to-one feedback session online with your teacher that you have a parent or other adult present with you at your end.
- That you try your best in each lesson. Maintain a positive attitude at all times.

Appendix B

Parental Guidance for Remote Learning

This document outlines our guidance for remote learning and the procedures we have in place for the current lockdown. The purpose of this document is to ensure the safety and wellbeing of the children, staff and parents, and to provide clarity on what we as a school expect of parents and guardians when working remotely.

Although children are learning from home, for any duration when they are online and part of a lesson (delivered by Zoom or some other online method), we retain a duty of care towards them, and as such the safeguarding processes that operate within school still apply during online lessons.

As a school we understand that there will be stresses caused by the new lockdown. Please reach out and contact school for support; by speaking to your child's class teacher and asking for advice they will be able to help and take into consideration your needs. By working together and having a shared understanding of the unique set of circumstances we find ourselves in, we will be able to create a positive learning journey for our children.

To protect your Zoom space

- Please be aware of where you are setting up your children to Zoom. Try to keep the background behind your child, that is visible to the camera, plain and free of any personal items, or potential distractions. This also includes you, other adults and members of the household. Any support offered to the child should be delivered whilst avoiding adults or other household members being on camera.
- Please also be aware, that anything spoken verbally can be picked up by ALL other users on the Zoom meeting. Therefore, we cannot stress enough the importance of each family ensuring that all verbal communications are appropriate to the lesson. As a school we cannot tolerate any inappropriate communications and reserve the right to withdraw children from online learning if we feel this guidance is breached.
- All children must be logged on and ready in the waiting room **5 minutes** before, and present in front of the camera two minutes before, the class begins. This will maximise lesson time and if any technical difficulties arise, a message can be sent to the class teacher.
- At the start of the lesson all teachers will ask pupils to share their video so that they can see pupils' faces. We need to do this to positively identify them. Pupils are to keep their videos on unless the teacher specifically asks them to turn it off. Recording, photos, or screenshots of the Zoom meeting are **prohibited** by participants.
- All Zoom lessons (**except those with an occupancy over 20**) will operate a waiting room. The name of the device must be the child's first name: JOHN Y5 You should not include your surname. To change your name, if you go to your Zoom account and click on Profile

on the left hand menu, you will see your name at the top. Click EDIT to the right hand-side, and then change your DISPLAY name and save the change.

- Live assemblies will not operate a waiting room. As such it is vital that Zoom links are **not shared or posted**. Only pupils and parents at Clevelands are to have access to the links; no other child or adult should join.

Additionally,

- Teacher's may mute their microphone and turn off their video when children are working independently. This is to give the children the 'space' to work.

Communication

Schools will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when your child is attending virtual lessons, especially where webcams are involved:

- Children should be dressed in appropriate school uniform or PE Kit according to the day.
- Children should follow the Clevelands Prep Online Learning Pupil Charter (Appendix A)
- The same behaviour expectations that are set within a classroom apply to the Zoom meeting and the teacher reserves the right to terminate a pupil's participation.
- Only platforms agreed by the school should be used to communicate with members of staff.
- 1:1 video conferencing is strictly prohibited **unless** a parent or guardian is present.
- If a parent or guardian needs to speak to a staff member this will be organised via email or Class Dojo. **Teachers should not be expected to have a meeting during a/or after a Zoom lesson.**

Feedback

As a school we have adopted verbal marking as the chosen method of feedback. It is instant, accessible, mirrors classroom practice and thereby will be more familiar to the child, who can then correct their work or be stretched and challenged.

Verbal feedback will be given to children on their work through 1:1 drop ins during a Zoom lesson, marking groups scheduled by the teacher, or during whole class marking sessions.

Support

If your child receives support in school, they will most likely require support at home. This support should be to encourage and to develop the child's own ideas or assist their understanding of a task. We understand that this can create additional workload at home and as a school we will offer as much support as we can. Please remember, children work best with calm reassurance and

positive interaction. If the child is really struggling and you are unable to support them, guide them back to the teacher. We are all in this together.

Any work produced should reflect the child's own thoughts and ideas; this will help the children in the long term and make their transition back to the classroom easier. Children can be over supported, and this does not aid long term progress. It can be tempting to complete answers and problems for children but it should be avoided.

- When offering support begin by reviewing the task and what is expected. If your child requires further clarification, please direct them to the class teacher.
- During group discussion children are expected to take part and be focused. If your child is asked a question and is unsure, positively encourage them to say so.
- In all writing tasks children should maintain the same standards of presentation as they would in school. If they need support it is important that they finish their task independently, showing they have understood the lesson objectives.
- If your child is struggling on a question or topic encourage your child to tell the teacher. A 1:1 during the Zoom lesson or a follow up session (parent or guardian present) accompanied by a revision task are methods and ways your teacher can assist.
- Extension work will be shared for children who have completed their task. Your class teacher may ask you to submit this work separately so 1:1 feedback can be given following our safeguarding guidelines.

Avoiding Zoom Fatigue

In terms of workload, once a task has been completed, we strongly advise that you **do not** supplement with extra tasks which the class teacher has not set.

Instead, your teacher may suggest a non-device related task such as reading or having a brain break; a glass of water and quiet reading, or for the younger children, a spot of 'golden time.'

All the children will require breaks, especially given that they are in the same space and sat down in front of a screen for most of their day. As such, teachers will set brain breaks to maintain the child's mental wellbeing and their motivation in class.

Please think about using your daily exercise with your child to ensure they are getting fresh air, time away from a screen and an opportunity to socialise and speak away from the online world.

Teachers will vary lessons and activities. Creative and practical hands-on tasks will benefit the children and give them the opportunity to look away from the screen.

Once a task is finished and your class teacher is pleased with the standard of work, you may be given a busy bee or a golden time activity. Allow your child to use this time appropriately.

Expectations of children

The expectations of behaviour and engagement during remote learning are identical to the expectations we have when students are present in school. Students should be:

- Working hard and to the best of their ability.
- If children are struggling to remain motivated or focused, speak to your child's class teacher. Setting timers to chunk up independent working time is one way to maintain focus.
- Children must keep their cameras on. It allows staff to keep the correct pace for the lesson and support any students that are struggling.

During tasks cameras can be turned off but this will be agreed by the teacher at the start of the lesson.

There will be some **exceptional circumstances**, but these will need to have been agreed with school in advance.

- Using the Zoom lesson protocols, agreed with teachers, to ensure that the learning progresses without interruption.
- Lower School need to have logged on promptly by 8.45am. Children in Upper School should be in the Zoom waiting room by 8.55am.
- Engaging with the teachers, responding to questions and contributing to the lesson.
- Seeking clarification from their teachers if there is anything they do not understand. This can be by raising their hand/virtual hand in the lesson.

This guide has been contributed to by all teaching staff and aims to be considerate of all members of our school community during this pandemic, including teachers, staff supporting children in school, parents and children.

Once again, please reach out and contact school if you are experiencing any levels of stress or worry at home. Together, we will work through this period and come out of it stronger and better.