

### **Guidance and Expectations for use of Google Classroom**

In the event of individual children self isolating/being absent from school for 2 weeks, we will provide an activity sheet linked as meaningfully as possible to the year group topic and curriculum. Children are to access this via Google Classroom and will have the opportunity to share their learning with the rest of the class when they return to school. This will be clearly entitled 'learning for those isolating at home' and only for those missing school because they are isolating.

In the event of a Year Group or wider whole School (Tier 4) lockdown, the following are our expectations and guidance for parents.

### **Initial Days**

Children may come home with or families asked to collect, a 'grab bag'. This will consist of resources the children will need to support their learning at home (text book, whiteboard, pens, pencils etc) as well as meaningful interim activities for the initial days of closure. If this occurs, The teaching team will be using this initial time to set up and communicate details with families (via the website and/or text messages) about how they will be teaching remotely. We encourage families to check the website on a daily basis for updates.

### **Remote Teaching and Learning**

#### **Parents and Children can expect:**

- Teachers will have planned and initiated learning aligned to the year groups topics and curriculum expectations.
- Learning will move on with the needs of the children
- Access to high quality resources including remote materials
- Teachers will provide support and feedback to move learning on.
- A team of Ben Jonson adults (including the class teacher, Phase Leader and Inclusion team) will endeavour to work with families to support the delivery of a broad and ambitious curriculum.

#### **What this will look like:**

- Learning will be uploaded onto Google Classroom daily.
- This will mean children will have meaningful and ambitious work each day in a number of different subjects including maths, English as well as one topic related activity.
- Uploaded learning will be well sequenced so that knowledge and skills are built on incrementally. This may include high quality long term projects/research activities where relevant but teachers will take into consideration the extent of resources available within children's homes to achieve this to a good standard. It is therefore important that children complete each day's learning so their learning can progress.
- Teachers will hold daily 'check ins' to enable the children to communicate as a whole class as well as for teachers to make assessments, provide explanations, celebrate learning and read to their classes.

In order to support families with more than one child, we aim for the daily 'check ins' to occur at the following times. Times will vary from key stage to key stage to suit the needs of the cohort (YR → 20 mins, KS1 → 30 mins and KS2 → 40-50mins)

Teachers will communicate absences from the 'check ins' with support staff as well as Phase Leaders just like absences from school are monitored and investigated. Our usual safeguarding practices will apply.

For safeguarding reasons, all 'check ins' will include two adults – usually the class teacher and the teaching assistant and all sessions will be recorded (on Google Meet)

<b>Year Group</b>	<b>Daily Check In Time</b>
YR	09:00
Y1	10:00
Y2	11:00
Y3	12:00
Y4	13:00
Y5	14:00
Y6	15:00

- Teachers will upload/provide access to high quality curriculum resources or videos via Google Classroom. For Maths we will continue to signpost to WhiteRose tasks and videos.
- Teachers will make assessments based on children's responses to learning, their 'turned in' work as well as assessment tasks including quizzes.
- Teachers will provide one piece of feedback every day. This may be in a variety of forms including a comment on a child's 'turned in' assignment, verbal feedback during 'check ins', providing answers/solutions for children to mark against, quizzes etc.
- A programme of learning that is equivalent as best possible to the core teaching pupils would receive if in school.

### **Google Meet Daily 'Check Ins'**

Parents please be aware and support us in the following:

- We will be using daily Google Meet sessions when teaching remotely.
- Google Meet sessions will take place with two Ben Jonson adults present as well as being recorded. These are precautions put in place to safeguard our children and staff. Recorded sessions will not be shared with any other adult or child outside of Ben Jonson.
- No videos or recording or photos of the video conferences will be allowed or shared on social media
- Children must follow the schools behaviour policy and Code of Conduct even though they are at home.

- Please be aware that the home environment and background sounds are shown on camera and heard through the microphone.
- For this reason we ask that parents ensure the area the child is seated in is as quiet as possible so they can hear the audio clearly and see the image on the screen. We encourage parents to avoid letting their child sit in their bedrooms and to be aware of the background they are in front of.
- Children are to be appropriately dressed (not in their pyjamas etc.)
- Only the child for their class 'Check In' should be visible in front of the screen – not any other adults or siblings.
- Parent's/other members of the family are not to engage in the session or with the adults directly. This is the children's time to catch up with each other and their teaching team. We welcome feedback or questions and these are to be emailed to the school admin email address.

**We expect children learning remotely to:**

- Be contactable during the school day – through the use of regulated messaging on Google Classrooms.
- Complete work to the deadline set by teachers
- Attend class 'Check Ins' on a daily basis
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are not able to complete work

**We expect parents with children learning remotely to:**

- Make the school aware if their child is unwell/cannot complete work (reporting absences as usual)
- Be nearby during 'Check Ins' and encourage the *brave, kind and curious* behaviour of their child during live sessions.
- Check their child is completing the daily learning and supporting where possible to 'turn in' the completed work.
- Seek help from the school if they need it
- Be respectful as usual when communicating with staff about remote learning