



## Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

### **The remote curriculum: what is taught to pupils at home**

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

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

If a child needs to self-isolate, then remote learning work is set immediately through Microsoft Teams and by no later than the following day.

In the event of a class bubble closing or a national school closure, remote contact with the class teacher to support learning commences as soon as possible and within the first two days, also through Microsoft Teams. This may be in the form of support with the lesson content through Teams meetings, through welfare calls or by being available virtually for feedback, unless the teacher is unwell themselves in which case support will be revised based on staff availability.

### **Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?**

- During a full school closure, as a result of a national lockdown, we teach the same curriculum remotely as we do in school wherever possible and appropriate. Similarities include:
  - Topics / areas covered
  - Use of interactive resources
  - Some reading and grammar material
- In the event of a 'bubble closing', the curriculum will be different to that which is delivered in other classes within the same year group as Oak Academy resources will be used to support remote learning in line with provision offered in a national lockdown.

## **Remote teaching and study time each day**

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

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Four hours each day, broken down as follows:

- One hour of Maths
- One hour of English
- One hour of foundation subjects
- 30 minutes reading activity
- 15 minutes of multiplication fluency
- 15 minutes of spelling activities
- Daily exercise / physical activity/ mental well-being activity

## **Accessing remote education**

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

We are using the following platforms / tools for our remote learning:

- Microsoft Teams
- Oak Academy
- White Rose Maths Hub
- Times Tables Rockstars
- Spelling Shed
- Other online resources such as Joe Wicks workouts and mental health and well-being tutorials.

### **If my child does not have digital or online access at home, how will you support them to access remote education?**

We recognise that some pupils may not have suitable online access at home. We therefore undertook a survey to find out what difficulties families face and addressed

these by providing internet access or devices. In addition, where issues have been identified by teachers in terms of the return of homework or remote learning work, further efforts have been made to provide devices to those who are struggling with access. In this way, we feel we have prepared families well for the possibility of a bubble closure or a national closure of schools.

School also has access to a number of laptops / devices which have been distributed on a priority-based basis for the duration of self-isolation and the national closure of schools, beginning with families eligible for free school meals. Agreements have been signed by parents / carers before devices have been distributed.

We take the following approaches to support those pupils to access remote education:

- Communication via Parent Hub has informed parents before the January national lockdown that electronic devices are available.
- Teachers have proactively monitored the completion of homework and remote learning where pupils have been self-isolating through Microsoft Teams. Where there has been lack of engagement, teachers have contacted parents and where devices or WIFI access has been highlighted as an issue, have informed the Headteacher/Deputy Headteacher. The Back to School Grant has been used to provide support for families in order to purchase WIFI access and laptops provided by the school budget have also been issued. As the national situation has changed, parents have continued to be encouraged, via communication, to contact school if they have issues with technology. Parents have also been contacted individually on the basis of teacher's knowledge of individual families.
- Hasland Junior School has followed government guidance when considering the criteria for issuing electronic devices and routers.

Pupils do not need to print work off. Work may be completed in a book with a photograph of the work then uploaded to Teams and submitted. Documents can also be edited and returned electronically.

## How will my child be taught remotely in the event of a national school closure or a bubble closing?

We use a combination of the following approaches to teach pupils remotely:

- A weekly timetable is uploaded onto Teams, which shows the children what lessons they will be completing daily. Children at home and in school complete the same lessons.
- Work is set on a daily basis and is marked. In some subjects, mark schemes are provided in order to support both parents and pupils to ensure that they are on the right track. Where it is clear that pupils are finding the work too challenging or have misunderstood the task, every effort is made by a teacher to provide additional guidance. This could be in the form of a phone call, written feedback or through a Microsoft Teams meeting. However, this obviously depends on the size of the demand.
- To ensure that the learning we provide is synchronised, children in school and those working remotely are taught the same content (except if only one class in the year group closes – see earlier in this document), using the same resources. We use the White Rose Maths Hub videos and resources and the government approved Oak Academy videos and resources for English as well as for those subjects taught in the afternoons such as Geography, History or Science. The expectation is that the English and Maths lessons take an hour each and that there is a further hour to complete an additional subject in line with government guidance.
- In addition to the above, children need to complete a reading activity on four days each week which will include dictionary work to assist their understanding of the comprehension text, answering questions, completing a current affairs reading task, and listening to a pre-recorded story.
- Children at home and school are also asked to complete activities on Times Tables Rockstars and Spelling Shed.
- All children also take part in physical activity workouts and the resources for this are indicated on the timetable. To complement this we provide well-being activities at times throughout the week.
- During a national school closure, in order that those children at home still feel part of school life and so that they can see their teacher, there is an opportunity each day to greet their class via Teams. These are staggered to support families with more than one child in school. In the event of a 'bubble' closing, contact with the class via Teams will be revised in accordance with staff availability.
- Celebration assemblies, where children's achievements are acknowledged at home and school, take place in each class weekly.
- Contact with home is through a mixture of Microsoft Teams and phone calls.

## 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?

- expectations for pupils' engagement with remote education
  - Children should attempt all of the work set each day. They should approach their work as they would if they were in school, including when taking part in Teams meetings, for example being dressed, having eaten and being suitably prepared.
- expectations of parental support
  - Parents should support the above by ensuring children are suitably prepared and ready to learn with the appropriate equipment.
  - Parents and children are aware of the appropriate protocol when taking part in a Teams meeting. Anything seen or heard by staff during a Teams meeting is dealt with using normal school procedures for behaviour or safeguarding.
  - Parents should support children so that they are ready in order to access Teams meetings with a teacher at the correct time.
  - Parents should discuss the day's activities with their child, so they know what to expect. A similar daily routine helps child to know what to expect from day to day.
  - Wherever possible, parents should sit with their child to support them to complete their work and therefore be there for them in case they have difficulties.
  - Parents should contact the teacher if they have concerns about their child's ability to access and complete the work set.

## **How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

- Staff check work on a daily basis and therefore know if there has been any difficulties or disengagement.
- Where engagement causes concern, we work with families to attempt to resolve any problems that can reasonably be expected under the circumstances. This may involve support through Teams meetings or additional feedback.

## **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. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

All work is acknowledged through feedback but may not be extensively commented upon. Teachers provide extra support if they feel it is necessary for the time period of isolation, or provide additional support or intervention when the child returns to school.

## **Additional support for pupils with particular needs**

### **How will you work with me to help my child who needs additional support from adults at home to access remote education?**

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 use the knowledge of our children and families to pre-empt any support that may be needed in the event of a child with SEND having to isolate through the closing of a bubble or a national school closure.
- We use our welfare calls to establish what additional support is needed and work to help address this to the best of our ability under the restrictions we are working with at the time.

## Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, below is how we intend to provide remote education.

- The work set follows the exact format as that which is set when a 'bubble' closes or for a national lockdown. (see earlier in this document)
- A welfare call is made within the first 48 hours of isolation to check on the child and to also check on their access to remote learning. This will allow us to help if necessary. The amount of additional calls made will then depend on the result of this first call.

Where engagement causes concern, we will work with families to attempt to resolve any problems that can reasonably be expected under the circumstances.

This document is produced as an example of what we would like and hope would happen. Staff absence or unforeseen difficulties may affect parts of our remote delivery plan.

This document works in conjunction with our Remote Learning Policy.