

Handford Hall Primary School

This optional template is designed to help school leaders share relevant information with pupils and parents or carers about how they will provide remote education. The information should be published on school websites by 25 January 2021 to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

This is intended as an example template and school leaders can choose to use the most appropriate format for their setting. We recognise that not all questions will be relevant to your particular school and there may be additional information you wish to include. For example, special schools may want to include additional questions around access to wider support services that children and young people would normally receive in school, such as therapy sessions.

Schools can find further help and support on how to meet the expectations for remote education via the remote education good practice guide and school-led webinars.

Remote education provision: information for parents of HH pupils

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or 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?

An email will be sent to parents/carers reminding them of their child's login details for Google Classroom.

- On the day following children being sent home, remote learning activities and links to educational websites will be available on your child's Google Classroom page.
- Every day on your child's Google Classroom there will be a daily English session (phonics, reading and writing), a daily Maths session and one other session that reflects the other subject areas. This mirrors the learning that we would be doing with your children in class this half term.
- If a bubble is sent home to self-isolate and the teacher is unwell, an emergency paper remote learning pack will be provided to each family.

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?

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects to cater for all students diverse needs.
- Parents/Carers will already know the overview of the curriculum being taught as we share this information at the end of each term.
- We will need to make some adaptations in some areas that would normally include significant elements of practical work (e.g. science, music, technology). In these cases, video demonstrations will substitute well for practical work (especially if accompanied by teacher explanation, commentary).
- As mentioned earlier, every day on your child's Google Classroom there will be a daily English session, a daily Maths session and one other session that reflects the other subject areas. Every week, Science is taught as one of the 'additional sessions', supplemented by all of the other foundation subjects across the other 4 days. This mirrors the learning that we would be doing with your children in class this half term.
- We will teach a planned and well sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject so that pupils progress through the school's curriculum.

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:

KS 1 and KS 2	3 hours at KS1 & 4 hours at KS2 which includes recorded teaching time and time for pupils to complete tasks and assignments independently.
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Accessing remote education

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

We are using Google Classroom as our remote learning platform and central hub for learning. Google classroom enables school to:

- Set tasks, and attach resources like worksheets or YouTube videos.
- Set tasks for the whole class or for groups of pupils (to differentiate learning).
- staff and pupils can log in on a computer, tablet or mobile device (using the Google Classroom app).
- Pupils' complete tasks in Google Classroom using tools like Google Docs and Google Sheets.
- Make announcements to a class, groups of pupils, or the whole school.
- Give pupils feedback on tasks they've completed. Comments appear in real-time, so pupils can see your marking before you hand work back to them.
- Set up automatic email digests to parents. These can be daily or weekly, and summarise class activity and work that's due or overdue.
- Upload videos recorded (e.g. on a mobile phone) to Google Drive or YouTube. When a task is set, a video can be attached for pupils to watch alongside any written instructions.
- All parents/carers will be provided with full communication in the first few days following lockdown, detailing access to the remote learning package including our learner agreements.

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

Families can contact the school office if they require help supporting their child learning (e.g. the loan of a laptop/tablet, devices that enable an internet connection).

- Parents or carers can find more information: <https://get-help-withtech.education.gov.uk/about-increasing-mobile-data>
- Families can access printed materials attached to each lesson if they do not have online access by request with the school office. Class teachers make the paper copies to accompany the lessons that day available to the school office before 9am.
- Pupils can submit work to their teachers if they do not have online access by keeping it in a book and returning to school in line with full reopening. In this incidence, feedback dialogue in relation to the learning undertaken from teachers will take place over the telephone during welfare calls.

How will my child be taught remotely?

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

The range of approaches used to teach pupils remotely includes:

- Recorded teaching enables families to access learning at a time that best suits their needs and enables parents to 'teach' themselves first in order to best support their child.
- Printed paper packs produced by teachers (e.g. workbooks, worksheets).
- Textbooks and reading books (e.g. whole class texts) pupils have at home from school.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (Oks academy, Monster Phonics etc.)
- Long-term project work (Learning Logs)
- Each day's learning will be uploaded remotely the night before it goes 'live' at 9am. We will not provide learning in advance of this e.g. a few days or weeks-worth all at once.
- Teachers will lead events such as celebration assemblies via the school website to enable wider aspects of school life to be maintained during this period of disruption.
- Reading continues to be of paramount importance therefore we expect children to read every day in a variety of ways (e.g. whole class text, Oxford Reading Tree levelled book access, AR access).

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?

Families are asked to pace themselves. School communication is designed to reassure families and help to make it feel manageable.

- Every day on Google Classroom there will be a daily English session, a daily Maths session and one other session that reflects the other subject areas. This mirrors the learning that we would be doing with the children in class this half term. Families are to encourage their child to engage with the learning set in ALL subjects so that we assess them in all areas of the curriculum.
- School is very aware that lots of families have two or three children engaging with home-schooling and that lots of parents are trying to work as well. We reassure parents that the activities set do not have to be completed between 9am and 3:30pm. They may choose to condense them all into 1 morning or 1 afternoon. They may have a couple of days of the week that can be scheduled as 'home school' days so that families can concentrate on other things as well.
- Completed tasks do not have to be uploaded daily. The teacher will specify which ones they would like to view. It's about making it manageable for your family. Although routine is really important for children, it is important the plan you put in place works for your family and that decisions you make, may be completely different to another family.
- If you decide to extend or adapt the activities set, that's perfectly acceptable and is a really big part of your child's development and education. For example, if you want to adapt the activity to learning outdoors, learning through play, scribing for your child, that's agreeable to us. If you cannot print off any of the work sheets uploaded to the Classroom, or struggle to edit PDF versions, please know it's ok to use normal paper/notebook pages instead (we have some in school if you are stuck)!
- For some year groups, it may be the teacher requests for work to be undertaken as independently as possible to enable school to accurately assess pupils progress as we would do if they were in school.
- Parents should check that their children are reading the feedback offered to them about their learning and that they are responding to next step comments about their work.

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

Staff will check pupils' engagement with remote education on a daily basis. Teachers keep records of who submitted work to the expected standard on time (can view classroom usage reports and anyone can see who's viewed an uploaded file).

- We will make sure that when we set a task we will make it clear in the instructions whether we want to see that piece of work sent back in. If we place that expectation in the instructions, that we want to see how your child has responded to that particular task, we will be providing feedback/comment on that work for you and your child to view.
- You are more than welcome to upload photos of other work which we will really enjoy looking at, but please don't expect a comment back on everything that you send to us. We will only formally respond to the ones that we say we would like formally handed back in (as set in the instruction box).
- Feedback/comments will be returned to you at different times depending on our differing working commitments and schedules. We hope you can understand that whilst setting remote learning, all of us are also in school teaching our bubbles of vulnerable and critical worker children. Therefore, we will not be in a position to reply to 'private comments' via Google Classroom.
- Please don't hesitate to make contact with us through the school office for support or further guidance. • Class teachers will make contact with families if a child is not engaging with their remote learning and/or if they are concerned about the quality of the work being submitted in order to help and advice.

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:

Please see above regarding feedback arrangements.

- Each week, one piece of English, one piece of Maths and one other subject will be assessed and feedback provided on an individual basis.
- In addition, regular feedback will be given to the group in lesson introductions/explanations that relate to the previous day's learning outcomes.
- Tests and quizzes may be used to elicit knowledge and understanding.

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 will prioritise inviting SEND pupils into school and will work with the families of SEND to encourage the take up of places unless their child is extremely clinically vulnerable.
- Each teacher will look at each pupil's individual SEND profile and consider what this means for remote learning in the context of their subject and the curriculum they're covering. Support will be given to staff on how to support SEND pupils.
- Staff will discuss with the SENCO about what's going to work best for the child, and the support available; and talk to the family, and the pupil themselves if appropriate, about the set-up they have at home and what worked well or was challenging during previous lockdowns.
- School will look to recreate the support that helps each child in school, at home, e.g. if it's pre-teaching that really helps in school, replicate this with a phone call from a TA the day before the lesson to go through the content.
- We will send home any physical resources that support the pupil in school, such as visual timetable strips, workstation trays, pencil grips, vocabulary charts, task planners, writing slopes, spell checkers, maths manipulatives, fidget toys or sensory resources.
- SENDCO will work with families to create predictable routines to avoid anxiety, e.g. stick to the school timetable as closely as possible when pupils are learning remotely.
- Prioritise regular contact with someone from school, to keep those relationships strong. SENDCO to contact SEND pupil's parents to discuss provision and needs in line with the SEND pupil profiles.
 - We will use the flexibility of remote learning when it comes to moving between year groups e.g. if a year 2 child is better suited to year 1 work for a certain subject.
- We will continue valuable therapies such as speech and language/Gym Trail by providing resources for home
- Virtual appointments with external providers will still be facilitated
- Families can be signposted to relevant Local Authority and Early Help support

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

- Self isolation during Lockdown 3 for those children that have been allocated a place in school, means an immediate switch to remote learning via Google Classroom from home.
- This is a seamless process because the children in school are working to match the remote learning package being accessed by those at home.
- They will continue to have a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback (as described above).