Hampton Hargate Primary School

Remote education provision: Information for parents/carers

January 2021

Please read this and the Remote Learning Policy (available on the school website)

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or 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.

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

- Work is set remotely on Tapestry (EYFS), Class DoJo (KS1), Google Classroom (KS2).

- The home learning reflects the learning that would take place in school.

- An example timetable is given each day with suggested timings for the day.

- Every child across Key Stage 1 has been given a book to record their remote learning in if they need it.

- Children in KS2 can borrow their school Chromebook to help them complete this work.

- Whole school – initially, once a week live catch-up meetings for each class online.

- Weekly phone call to parent/pupil to check how things are.

- Work provided day or week at a time.

- Daily interaction and feedback of work.

Q. 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. All pupils in school and at home will receive the same curriculum with the same expectation of work to be completed.

- Wherever possible and appropriate, work is differentiated carefully to meet need.

- Remote learning for SEN/LA children has been adapted. Challenges are included for all children. An overview of the expectations (curriculum content) is attached for the core subjects.

- In EYFS - we are differentiating phonic videos into 4 groups, letter formation into two groups, daily number time into three groups as we would do in school.

Remote teaching and study time each day

Q. 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:

- Guidelines recommend a minimum of 4 hours a day on average for primary school remote provision. Our school is basing work on 4-5 hours a day.

- The timetable taught remotely will cover the same format and hours as those taught in school.

- Reception children do engage in a lot of play / continuous provision/child-initiated learning. We do expect that they will still engage in this at home as it is an important part of their learning and development. We are providing the same amount of taught work/adult led work that they would complete in school during the week.

Accessing remote education

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

- In EYFS we are using Tapestry to provide the children with on-line teaching videos/lessons, work sheets and links to websites - for example the Oak Academy. For those families that are struggling to access Tapestry we are providing work packs.

- Key Stage 1 use ClassDojo to post all remote learning. Remote learning is posted the evening before. There is the option for parents to message staff privately. All staff in Key Stage have access to the children portfolios and can comment on and approve work.

- KS2 Children will use Google Classroom and can borrow their school Chromebook during lockdown or need to self-isolate in order to access the teaching & learning, subject to home school acceptable use agreements being signed

Q. 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:

- Children are able to borrow their school Chromebook subject to the signing of home school acceptable use agreements.

- Chromebooks provided though DfE will be made available to pupils identified as in need of technical support.

- We will promote the information provided by DfE, broadband providers, mobile phone providers (eg Vodafone) offering schemes to access free or reduced prices of internet access. Parents can contact school by email to request information on schemes available.

- Weekly phone calls with pupils and parents are used to support families as well as ensure that work is being accessed and offer help if/when needed to do this.

- For those parents in EYFS & KS1 who do not have online/digital access, work is printed out and it can be delivered to parents or collected from school. Parents are encouraged to return work to school when they collect the following week's work.

- Reading book swap shop will be set up so parents/pupils can have access to reading books throughout lockdown (appropriate H&S guidelines followed for cleaning and isolation period of books)

- Contact for parents can be made to the school via the office email office@hampton-hargate.peterborough.sch.uk

Q. How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- Assignments set on Google Classroom to be submitted to teacher who will respond and provide appropriate feedback

- Live video class meetings with children (class Zoom meetings)

- Recorded teaching by teachers and use of other pre-recorded teaching materials (e.g. Oak National Academy lessons, BBC resources, video/audio recordings made by teachers) on aspects such as phonics, letter formation, maths and literacy skills.

- White Rose Maths

- Reading books can be exchanged at school once a week/fortnight to enable all pupils to access reading resources

- Hard copy packs available upon request. KS2 resources require very limited hard copy materials as majority of work can be completed online or on devices which can be borrowed from school. EYFS/KS1 may find hard copy resources supports some pupils more easily. Please contact the school for these packs.

- Wide range of free online e-learning websites are available for pupils to access in addition to online resources normally used/purchased by school which can be accessed at home. Online resources include: Oxford Owl, TT Rockstars, BBC Bitesize. SpellingShed etc. There is also a list of websites on our school website which can be accessed here. Information on further free online resources will be sent home or please contact the school if you would like additional ideas etc.

- In Key Stage 1 and EYFS, we use recorded teaching, (video/audio recordings made by teachers), printed paper packs produced by teachers (e.g. workbooks, worksheets), textbooks and reading books pupils have at home, commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

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  In EYFS children will have a 15-20 minute individual zoom meeting with a member of the Reception team. This session will have a literacy focus to it. Children will complete some simple phonic activities and share a reading book with a member of staff. Staff will also encourage and model good listening skills and language development.

Engagement and feedback

Q. What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- We actively encourage pupils / parents to engage daily in all the activities / lessons we upload onto our platforms Tapestry (EYFS), Class DoJo (KS1), Google Classroom (KS2). When difficulty occurs to working commitments, we expect pupils to engage in most of the work set. Suggestions include always engaging in reading, phonics and maths work every day.

- Pupils to submit the work set for marking and feedback.

- Participate in class Zoom video meetings each week

- Pupils/Parents are encouraged to follow the timetable set out on the daily sheet sent home. They are encouraged to complete as much as the learning as they can but go at their child's pace and not feel rushed/pressured.

- Be available to participate with phone calls from teacher/TA during school hours

- Support children's learning by providing a quiet space to work

- Reception children will need a lot of support and engagement with their set work. They should only be engaged for short periods of time though (twenty – thirty minutes) before they have the chance to engage in more play-based activities. A *'little and often'* approach is better than prolonged periods of working. Staff can support you with this and offer strategies during our weekly phone calls.

- Younger children respond well to set routines. In EYFS we will provide an example of our daily routine/expectations. Trying to follow this will help your child to know what is expected of them and when and will help with engagement.

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

- Monitor work daily submitted on Tapestry (EYFS), Class DoJo (KS1) and Google Classroom (KS2)

- Provide daily feedback, responses, marking etc to children including concerns and/or problems/difficulties

- Staff have the facility to message parents privately. If there is no response then this will be followed up by a phone call and support offered if needed.

- Weekly phone call and email contact made with parents and their child/ren

- Additional phone calls with parents of children who fail to engage in learning to identify reasons for this and to offer help/ideas and advice to support the parent and the child's engagement.

- Any concerns identified by teacher, if a lack of work is being completed, or if children are appearing to not be making progress with the work, will be addressed by the teacher/s but parents may also flag this with teachers.

Q. 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:

- Feedback is given daily on assignments and work submitted via the child's learning platform. Any specific concerns of difficulties will be addressed individually by the class teachers/

- Feedback, discussion and recommendations can also be provided during the weekly phone calls and general whole class conversations will take place during the weekly online meetings.

- When responding and commenting on learning, next steps or questions may be asked to further the child's knowledge and understanding and move the learning on. This is only used when appropriate. Children and parents can respond to these next steps and questions. Quizzes about previous learning will be taking place during zoom calls.

- During phone calls, staff will talk to the child as well as the parent about the learning that has been submitted or any questions about further learning.

- In EYFS the individual zoom meetings will help staff to assess the children's progress in terms of their phonics and reading. Staff will encourage children to undertake simple activities during these meetings so they can understand who is able to complete blending and segmenting tasks and at what level they are working at. Phonic work and reading books will then be planned for children accordingly.

Additional support for pupils with particular needs

Q. 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:

- Work is differentiated to ensure all children of all abilities are able to access it based on the teacher's knowledge of the child's ability, previous work and assessments. This may also include differentiated use of videos and other online resources.

- The teacher/s will monitor closely to ensure that the work submitted matches the expectations. If the teacher or the parent/carer are concerned about any aspects of the work set or the work received, conversations must take place and are welcomed by school.

- We do not want any child to feel the work set is too difficult or complex. Please do talk with us if you have concerns.

- Speech therapy will be provided to children who normally receive it in school.

- Weekly phone calls will allow you to discuss how your child is accessing the remote education and if we need to make further adaptions for them.

- In addition to other communications, parents of SEN children will get a phone call every other week from the SENDCo.

- Children who were part of an intervention, e.g. First Class@Number, may receive activities that can be completed at home.

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.

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

Our approach will be to match work as near as possible to the same for children that are isolating/remaining at home due to lockdown and those in school. All work will be provided through a variety of teaching methods and resources including videos, tasks, worksheets etc and uploaded onto Tapestry/Class Dojo/Google Classroom.