

# Remote education provision: information for parents

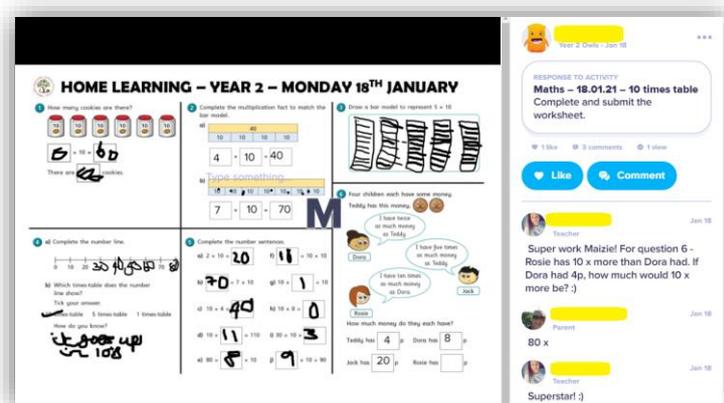
This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home. For details of what to expect where individual pupils are self-isolating, please see the final section of this page. The remote curriculum: what is taught to pupils at home

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

Our online provision is delivered primarily through Class Dojo. All parents are asked to sign up to Class Dojo and are given a link which enables them to connect to their child's account. Each morning, teachers upload several tasks to their class' 'story'. There will be an English, Maths and wider curriculum task set daily.



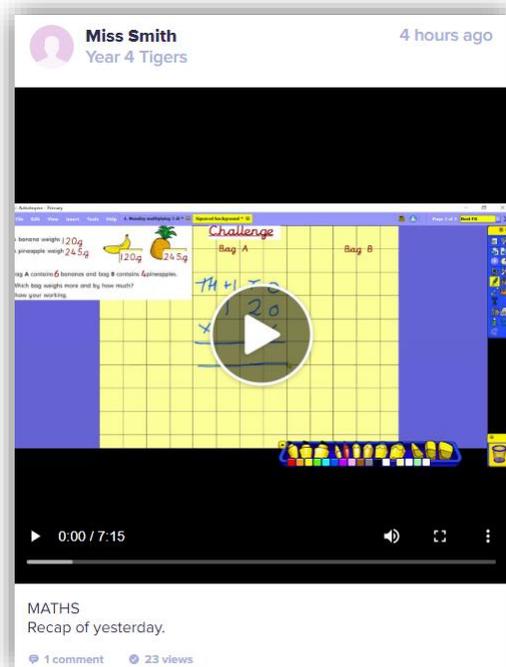
At the Junior School, RE and Music lessons, taught by specialist teachers are set bi-weekly. Pupils submit their work through the portfolio feature on Class Dojo. Each piece of work is acknowledged by the class teacher and pupils are given feedback.



In addition to this daily provision, teachers will also schedule regular 'Google Meet' sessions which are an opportunity for 'live' discussion.

## 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?

Pupils are taught the same curriculum that they would have been studying in school. Those children attending school (for example, the vulnerable and those whose parents are critical workers) work on the same tasks that have been set for home learning. As would be the case during regular school opening periods, the work set is tailored to the needs of the class. The value of providing teaching on a day-by-day basis (as would usually be the case) is that this allows teachers to monitor pupils' success with the tasks given and adjust subsequent learning accordingly. Some pupils, who are working outside of their year group's curriculum, will receive individual work matched to their particular needs.



## 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:

Children are set a minimum of 3 tasks per day. It is anticipated that these tasks should take approximately 1 hour each to complete. This includes the time taken to discuss and understand the tasks, not merely the 'doing' portion. Again, this mirrors what would

take place in school. Some tasks, particularly in the Junior School, may be more project based and will require the equivalent of several 'lessons' to complete. Where this is the case, this will be made clear and the setting of subsequent lessons will be adjusted to compensate for these longer tasks.

All children in the Hanham Primary Federation have access to range of online learning programmes which should be used to supplement the bespoke tasks set by class teachers. These include Reading Eggs/Eggspress, Times Tables Rock Stars (KS2), Doodle Maths and Big Cat Books (KS1). Where children complete their teacher-set activities quickly, these platforms should be used to ensure pupils receive 3-5 hours education per day. Teachers monitor these platforms to ensure that the work the children can access is relevant and appropriate to their academic level.

## **Accessing remote education**

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

Online learning is shared through the Class Dojo platform along with all school news announcements.

Additional learning is available through the online platforms listed previously. All pupils are provided with usernames and passwords for these platforms, which they can find in their home school partnership book or by contacting their teacher.

### **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 who do not have access to electronic equipment or suitable internet connectivity can request a laptop and/or WiFi access by contacting either the Samuel Whites or Hanham Abbots offices.
- Paper packs containing printed versions of the online learning offer are available upon request from the school offices.
- In complex cases, families can request to be considered for an on-site school place as vulnerable pupils. Again, this process can be done through the school offices.

## **How will my child be taught remotely?**

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

- Live teaching (online discussions through Google Meets)
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets) – Available where families are unable to access online provision.
- Resources produced by teachers uploaded to Class Dojo with written explanations.
- Access to online learning platforms such as Doodle Maths, Times Tables Rock Stars, Reading Eggs etc.

## **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?**

The Federation expects all pupils to engage with the teaching provided for them. We recognise that remote learning presents significant challenges to many families and are keen to balance this expectation of engagement with support. Tasks are designed so that pupils can engage with them with a high level of independence, however some parent teaching is likely to be required during the earlier portions of the lesson.

Lessons are made available by teachers in time for the start of the regular school day. Teachers ask that the day's work is submitted by 7pm. Teachers are available, through the Class Dojo messaging service, to respond to pupil and parent questions. To preserve the work-life balance of our teaching staff, we have asked parents to be understanding that they may not receive an immediate response to questions asked outside of the typical working day.

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

Teachers monitor pupil engagement through the Class Dojo portfolio. Teachers may issue gentle reminders to pupils and offer help if learners appear to be struggling. Communication is key, our staff are keen to support learning via Dojo message, phone call or video call; we just need to know what the issues are.

Where a pupil has not submitted work for 2 days without any explanation from parents, teachers refer this pupil to our family link team, who will call the family to offer support.

Pupils and families who continually fail to engage with school may be considered as 'vulnerable' as a result of this failure to engage. In some cases, a school place may be offered (where available) and continued lack of engagement will be followed up by the EWO.

## **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:

Teachers will acknowledge all pieces of work submitted. Feedback will be offered (through the Class Dojo portfolio) for each piece of work where appropriate.

Teachers will regularly post personalised messages providing feedback and updates to the whole class and, where appropriate, will do this for individual learners as well.

Where pupils are engaging with Doodle Maths, Reading Eggs etc, these programs have extensive analysis tools which teachers will monitor to assess pupils' progress.

## **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:

- All pupils with an EHCP are offered a place at school. If a parent of a pupil with an EHCP decides not to send them in, the pupil's TA will engage with them to support learning on a daily basis.
- Pupils with a SEN Support Plan or EHCP working at home will have some personalised maths and English activities sent via Class Dojo that will link to their individual outcomes on plans. They are encouraged to engage in wider curriculum and fun activities/challenges with the rest of the class if they can.
- Teachers will deliver the activities for SEND pupils in a way that best engages the pupil. For example, this may be an individual video input to explain the task a personalised voice over power point, or a phone call.
- For some SEND pupils a paper pack of differentiated tasks will be provided. Parents are encouraged to upload these tasks so that the teacher can feedback and assess need for the next activities.
- All SEND pupils are encouraged to access activities set for them on Doodle Maths, Reading Eggs/Eggspress and Times Table Rockstars.
- Our Inclusion Leader monitors all work from SEND pupils and engages with parents if it appears they are finding things difficult. They will offer a range of different support depending on need.

## Remote education for self-isolating pupils

Pupils' who are self-isolating will continue to have access to the same Class Dojo based learning as other pupils.

During periods where the school is open to all pupils the following processes are in place:

- Where a child is absent from school awaiting a test (either them or a close family member), they are asked to complete online activities (Doodle Maths, Times Table Rock Stars etc) providing they are well.
- Where a child is self-isolating but their class 'bubble' remains open, teachers will provide daily work through Class Dojo. In most cases this will be using the National Oak Academy and White Rose Maths resources.
- Where a 'bubble' is forced to close, teachers will provide daily work and feedback in the same way as would be the case during a period of school closure.