

# **HELPRINGHAM PRIMARY SCHOOL REMOTE LEARNING INFORMATION FOR PARENTS (Jan 2021)**

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

## **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?**

Pupils will be sent links to appropriate websites, video clips, worksheets and external online lessons where appropriate (depending on age) in the first instance. As we roll out face to face lessons a timetable will be given to parents showing when online lessons will take place.

## **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. Our priority is to ensure that as many pupils access all learning as possible, therefore we will focus on maths and English to begin with whilst exploring other areas of the curriculum in face to face and independent learning. As our experience grows the curriculum will come to match that taught in school.

## **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 face-to-face teaching and independent work at home) will take pupils broadly the following number of hours each day:

Key Stage 1	3 hours on average
Key Stage 2	4 hours minimum

These figures take into account the fact that our timetable has been staggered over a 2 week rota to account for the number of siblings also requiring on line access in different year groups, the fact teachers have mixed age classes and that some pupils are attending school.

## **Accessing remote education**

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

All year groups will use Microsoft Teams for face-to-face teaching. Class Dojo is in place for communication with class teachers, including the presentation of work when requested. Support is provided by a dedicated, monitored email address.

**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:

All parents have been asked about their access needs in a questionnaire. This included the issues of poor internet quality and lack of devices when other siblings also need access.

Every family indicating that they have an issue, or who didn't respond to the questionnaire, has been contacted to ask how we can help. Our allocation of devices has been delivered to the families most in need. A laptop refurbishment programme has also been utilised to further expand provision.

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

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

live teaching (online lessons)

live 1 to 1 reading sessions and phonics sessions where applicable.

recorded teaching (e.g. Oak National Academy lessons, White Rose maths video/audio recordings made by teachers)

textbooks and reading books pupils have at home

commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

long-term project work and/or internet research activities that are related to the lessons been taught.

## **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?**

We expect pupils and parents to adhere to the timetable of face-to-face teaching and join each lesson promptly and in line with the protocols which have been provided to every family.

We expect that parents will support their child's learning by following the protocols and ensuring they access the available learning.

We also expect that independent remote learning is completed within the timeframe specified by the teacher and to a standard we would expect in school. This work should be shared with the class teacher through Class Dojo in the same way it would be shared in school.

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

Class teachers will record absence from face-to-face sessions daily. These absences will be reported to the Headteacher who will record them and arrange contact with parents to ascertain the reason.

This will also be the case for remote learning that is not completed on time or to the standard expected.

## **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:

Completed work will be checked and relevant comments made to the pupils. Face-to-face teaching will offer teachers the opportunity to question and assess a pupil's understanding. Support sessions with a member of staff may be arranged to satisfy teachers that the learning has been successful.

## **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:

Each teacher is aware of the pupils with SEND in their class. Individual's needs will be considered in all aspects of remote learning. Extra support sessions will be offered where appropriate. We actively encourage parents to communicate with their child's teacher through Class Dojo to alleviate any concerns. A dedicated email address is also available. All scheduled meetings and assessments will continue to take place remotely unless rearranged by one or both parties.

External agency support will continue as scheduled and will be coordinated by the SENDCO.

## **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?**

Face-to -face learning will take place in line with the same timetable provided for their peers in school.