

Remote Education Provision

In the event of self-isolation or lockdown



Hardwick
Primary School

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 document.

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?

During the first and second day of being sent home, we aim to:

- Provide a learning pack to continue learning at home. This may consist of both hard copy materials as well as appropriate links to online platforms to all parents and carers.
- Identify any children who do not yet have access to any ICT at home to enable effective home learning.
- Consider loan of equipment to children identified above. Issue loan agreements to parents and carers of children with no access to ICT.
- Continue to provide hard-copy learning packs for any children who cannot access ICT and are unable to loan equipment from school.
- Make sure children have access to the relevant exercise books and stationery to access learning at home.
- Make arrangements for teachers and TAs to regularly contact all children by telephone (if no appropriate ICT).
- Staff to prepare online lesson plans and deliver throughout period of lockdown/class closure.

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?

Wherever possible, we will teach the same curriculum remotely as we do in school. Our curriculum will focus on the core skills of reading, writing and maths, alongside a breadth of foundation subjects linked to our half termly themes. We will also nurture the varying needs of children's emotional and mental welfare.

Personalised learning using online and home learning packs will be provided for identified pupils. Their progress is checked through weekly phone calls from the class teacher/school SENCO/SLT.

Approaches to curriculum design:

- In Nursery and Reception, a focus on communication and language, physical development, personal, social and emotional development alongside literacy (including phonics) and maths.
- In Years 1 to 6, a focus on reading (including daily phonics in Years 1 and 2), writing and maths, developing key skills and planning for identified gaps and next steps.
- Delivery of the wider school's curriculum following the planned year group half termly themes/topics including activities that cover a broad range of foundation subjects. This will support the wider curriculum learning of those pupils who are learning from home.
- Activities that promote mindfulness and positive physical and mental health.

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) from Year 1 to Year 6 will take pupils approximately 3-4 hours per day.

Accessing Remote Education

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

- We will provide appropriate links to online platforms to parents and carers of children affected.
- In Nursery and Reception, online learning will be mainly accessed through Purple Mash.
- Years 1 to Years 6 will be able to access online learning through both Purple Mash and Microsoft Teams.
- Staff will prepare online lesson plans and deliver throughout the period of lockdown/closure through both pre-recorded videos and through live lessons delivered on Microsoft Teams.
- Links to other websites, resources and materials may be provided to support online learning.
- We will also use Weduc to communicate with parents. Please ensure you have downloaded this app.

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:

- Identify any children who do not have access to any IT or Broadband at home to enable effective home learning.
- Consider loan of equipment to children identified above and discuss with parents.
- Issue loan agreements to parents and carers of children with no access to IT.
- Prepare hard-copy packs of home learning for any children who cannot access IT and are unable to loan equipment from school. These can be collected from and delivered back to school.
- Make arrangements for teachers and TAs to regularly contact all children by telephone (if no appropriate IT).

How will my child be taught remotely?

The school will use a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school will use a combination of:

Nursery and Reception:

- Pre-recorded teaching created by class teachers, accessed through Purple Mash.
- Links to appropriate educational sites, pre-recorded video clips and/or teaching e.g. Letters and Sounds.
- Hard copies of learning packs to both support online learning and children who do not have access to online learning.
- E-books.

Year 1 to Year 6:

- Live and pre-recorded teaching through Microsoft Teams.
- Pre-recorded teaching created by class teachers, accessed through Purple Mash.
- Links to appropriate educational sites, pre-recorded video clips and/or teaching e.g. Letters and Sounds.
- Hard copies of learning packs to both support online learning and children who do not have access to online learning.
- Textbooks, for example, Maths No Problem.
- E-books.

In addition:

- Timetables will be published each week to detail the expected work and online lessons available.
- Vulnerable children and those with specific and additional needs will have bespoke and customised learning created by their class teachers and supported by the SEND team. This may need to be given in a printed format.
- Further support to be given to families through weekly emails and/or Weduc messages to parents and pupils.
- Additional welfare checks made for those children identified on our school risk assessments.

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?

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of their child's timetable, in order to establish a routine.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.
- Pupils will need to be present for remote learning by 9:00am and will complete their remote learning by 3:00pm from Monday to Friday, with the exception of breaks and lunchtimes. This will include both online and offline learning.
- Parents will inform the office or their child's teacher no later than 8:30am if their child is unwell.

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

- Teachers will monitor children's engagement with online learning daily.
- Teaching staff will monitor children's engagement with offline learning through weekly phone calls.
- If teachers are concerned with any child's engagement in learning, they will contact parents to discuss this on a weekly basis and will bring this to the attention of senior leaders.

Teaching staff will oversee academic progression for the duration of the remote learning period and will assess and provide feedback on work. All schoolwork completed through remote learning must be:

- Finished when returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Assessed and feedback given to the child about their learning.

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 will be provided at least weekly, and may be given orally or as further whole class teaching points.
- Feedback will be provided through a variety of acknowledgement of, and responses to, uploaded learning – both verbal feedback and whole class feedback.
- The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.
- Pupils are accountable for the completion of their own learning. Teaching staff will contact parents if their child is not completing their learning tasks or their standard of work has noticeably decreased.
- Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with senior leaders as soon as possible.
- Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO and SEND team as soon as possible.
- Where teachers are concerned children are unable to access their learning and make progress at home, the children will be encouraged to return 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 younger pupils and 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:

Hardwick Primary School recognises that children with SEND need access to home learning resources and activities which take account of their strengths and needs. For children with SEND, but without an EHC plan, signposts will be included within year group home learning to differentiated tasks and resources to support them in accessing appropriate learning activities. All SEND children will have access to learning through both Microsoft Teams and Purple Mash. School staff will also be mindful of the availability of support and resources when setting accessible home learning for children with SEND, and separate packs will be provided where needed. Robust communication plans will be in place for any children with EHC plans being cared for at home to ensure that regular contact is maintained for discussion and setting of individual, appropriate learning activities, strategies and resources. The school website will also include a section on 'Key Skills' where parents can access additional ideas, activities and resources for basic English and maths skills, motor skills and speech, language and communication. The school website will include contact details so that, should parents of children with SEND need to contact a member of school staff for additional support or guidance for home learning, they can do so. This school will work closely with the NCAT team to support any families of children with SEND who may need support accessing the learning because of a language barrier.

We will continue to maintain contact with other professionals during this period of school closure. This will particularly include liaison with the Specialist Teaching and Educational Psychology Service within the Local Authority and with the Speech and Language Therapy Service to support the continuation of reviews and appointments either in school or remotely. Staff in school will liaise carefully with any specialist teachers involved in children's care and will keep relevant professionals updated as to whether children are currently accessing school or home learning. This service will be sharing resources which may be of use to parents and professionals during this time, and we will be sending links to these to our parents via Weduc and email, signposting parents to them during phone calls and supplying paper copies where appropriate. The SENDCO and Inclusion Manager holds contact details for external professionals already working with children with SEND including health and social care staff and will maintain both planned contacts and referrals of arising need. Contact details for the SENDCO and key school staff are available via the school website should professionals need to make contact. We will signpost parents to appropriate external professionals as needed and will continue to fulfil authorised requests for information for assessment or review purposes.

As a school we will do the following:

- Liaise with the school's IT support to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensure that pupils with EHC plans continue to have their needs met while learning remotely, and liaise with other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identify the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensure that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.
- Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.
- Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats.
- Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school by prior arrangement.
- Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
- The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.
- Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

Younger Pupils

We recognise that younger children, particularly in Nursery, Reception and Year 1, will need additional support from adults to access their remote learning. We have adapted their online learning by providing:

- More practical (offline) activities to support their development.
- More (or all) pre-recorded, rather than live, sessions to access when possible rather than at set times.
- Providing shorter sessions to enable higher concentration.
- Providing some 'free time' with a choice of learning activities to be selected as parents wish.

Remote Education for Self-Isolating Pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education 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?

- Provide opportunities, where possible, for the child to access live teaching through Teams, alongside their class in school.
- Provide hard copy learning packs for those children who require this, along with weekly phone calls to assess engagement and progress.
- Teaching staff will upload meaningful and ambitious assignments reflecting learning in class.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high quality curriculum resources, including through educational videos.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers (if children have access to online learning).
- Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via Weduc or phone if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- Senior Leaders will follow up contact with parents where pupils fail to engage with their online learning, and/or where parents fail to respond to class teacher contact.

Exceptional Circumstances

Although the school endeavours to deliver remote learning in the ways set out above, there may be exceptional circumstances that mean this may not all happen. These could include staff shortages or IT issues within school or out of the school's control. In these situations the school will make every effort to communicate this with parents and resolve these issues as soon as possible.