



The **Hawthorns** 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?

Timetables, lesson plans and resources will be available on Google Classroom on the first day of a school closure.

In cases where there may be more notice of any school closure we will also be able to provide work folders/books and paper resources for children to take home with them.

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?

At The Hawthorns Primary School, we teach the same curriculum remotely as we do in school.

We may adapt some lessons with consideration given to the resources that the children have access to at home.

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:

EYFS and Key stage 1: will be set 3 hours of work a day.

Key stage 2: will be set 4 hours of work a day.

Accessing remote education

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

All year groups will be using Google Classroom as their learning platform.

In Google Classroom they will find instructions and links to Google Meet which is used for live lesson inputs, as well as live catch-up and well-being sessions.

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:

We ask parents to notify us immediately if they do not have access to any devices for their children's remote learning.

The Hawthorns Primary School has been allocated a few DFE Chromebooks during the pandemic, which we have loaned out to families. We are currently in the process of applying for more devices for the families who have indicated they still require a device. We have also provided families with data SIM cards to support those with poor internet connections. Please contact the school if you would benefit from one of these data cards.

We have offered a place in school to children who do not have access to any devices for remote learning at home.

We are able to provide printed materials needed for learning, if families do not have online access. The work can be completed and returned to the school for feedback from teachers. Teachers can provide feedback by phone if required.

How will my child be taught remotely?

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

Children are expected to log onto Google Classroom at 9am each morning to find the daily schedule for their lessons as well as all the links and resources they require for their learning. In each year group, teachers offer a live catch-up at least twice a week to explain the expectations to children and answer any questions about the set work.

All new concepts will be introduced to children through:

- live teaching (online lessons).
- recorded teaching (e.g. video/audio recordings made by teachers or Oak National Academy lessons).
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (such as BBC Bitesize, White Rose Maths and Phonics Play).
- Work is also set on Purple Mash, Education City, Times Table Rock Stars and other online platforms.

If parents do not have access to online learning, teachers can provide

- printed paper packs (e.g. workbooks, worksheets), textbooks and reading books as necessary.

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 all children to engage with remote education on a daily basis and complete all the set learning.

Parents need to:

- Set up routines to support their child's education as best as they can at home.
- Seek help from the school if they need it.
- Reinforce the importance of children staying safe online, setting age-appropriate parental controls on devices and internet filters to block access to inappropriate websites.
- make the school aware if their child is sick or otherwise can't complete work.

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 and record children's engagement with remote learning on a daily basis.

Where there has been no communication or work sent in by a child after two days of a lockdown/self-isolation period starting, the teacher will call the child's parents on day 3.

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:

- All work submitted will be acknowledged by class teachers via Google Classroom.
- Age appropriate feedback will be given daily on an individual, group or whole class basis.
- Teachers will regularly check in with pupils and provide live feedback and support sessions.
- Children will be given next steps to improve the quality of their learning.
- Misconceptions will be addressed in the learning provided for the following day.
- Teachers will promptly respond to all messages and questions sent in by children and parents through Google Classroom and e-Schools.

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 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:

- The class teachers and SENDCO will work closely with families to deliver an accessible remote education for pupils with SEND. They will provide differentiated work, interventions and resources to meet the needs of SEND children.
- The SENDCO has set up a Google Classroom called The Rocket Class with additional information and resources (for reading, writing, maths and well-being) which families can access to support SEND children's learning at home.
- We have offered places at school to many of our SEND children and they are receiving the appropriate support and interventions in school.

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 classes. 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?

We will continue to provide a high quality curriculum using the same resources and power point presentation that we use to teach children in school, for individual pupils self-isolating. The only difference would be that due to teachers being in school every day teaching the majority of their class, they will not be able to provide the same level of interaction, live catch-ups and feedback as they would during a lockdown when the majority of children are learning remotely. The expectation will still be that the children complete all the set learning and turn work in. Teachers will mark the work that has been handed in at their earliest opportunity and provide feedback and next steps.