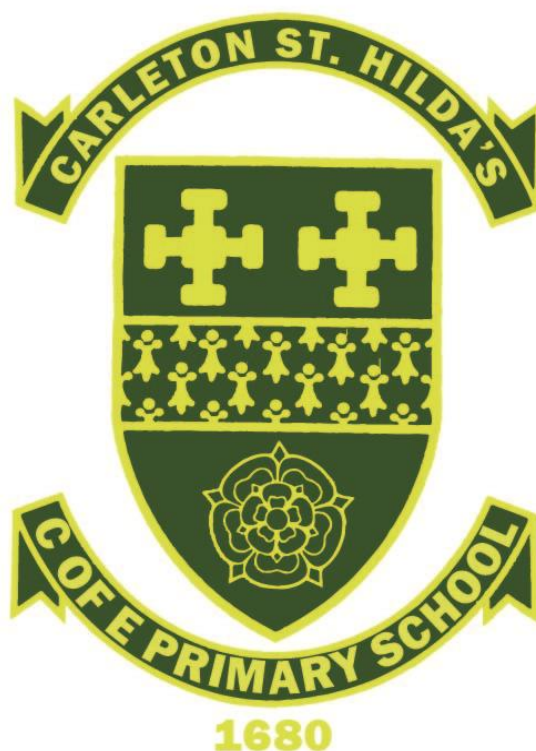


Remote Education Provision at St Hilda's Information for Parents



This information is to help parents, carers and children understand how we will provide remote learning for children who are unable to come to school. This includes remote learning when school is closed to most children (for example during a lockdown), when your child's 'bubble' is required to self-isolate, or when your household is self-isolating.

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?

Teachers plan their lessons to be delivered in their classroom, using the resources available in school. When 'bubbles' have to close at short notice, these lesson plans need to be adapted which takes time. In the first day or two following a closure, lessons are likely to consist of tasks which are easily accessible to children at home, and will mainly prioritize the key areas of English and mathematics.

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?

After the initial transition period, we aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. We will, however, need to make some adaptations in some subjects. For example, practical subjects such as P.E. and music may need to deviate from the planned curriculum. Where possible the key learning covered by our school curriculum map will be retained.

In circumstances where some pupils are in school, and others are learning at home (for example during a lockdown), we endeavour to teach the same content both in school and at home. Children whose week is split between home and school may find some overlap, and where this occurs we try to provide further adaptation to lessons by extending any learning previously covered.

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:

Key Stage 1	Up to 3 hours. This includes time spent engaging with digital activity and on follow-up work away from the screen, including independent reading.
Key Stage 2	Approximately 4 hours. This includes time spent engaging with digital activity, and on follow-up work away from the screen including independent reading.

This is in line with DfE guidance January 2021.

Younger children:

In our EYFS Reception class the children will focus on the prime areas of learning. Remote activities will be mainly based around personal, emotional, physical, communication and language skills, reading, writing and mathematics. Children will be expected to do short activities with breaks which include, for example, listening skills and phonic work, and recording of this work will often be communicated by photographs. In Year 1 children will often be asked to carry out practical tasks at home to support their learning.

Accessing remote education

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

Work will be sent to parents and children from the class email address, or uploaded onto Google Classroom.

All children have login details and passwords to enable them to access Google Classroom.

If my child does not have digital or online access at home, how will you support them to access remote education?

We take in to account different home situations: some families are lucky enough to have a device for each family member; other families are sharing devices; some parents need the same devices used by their children for their own work.

Google Classroom can be accessed on any device – PC/laptop, Android device (tablet/phone), Apple device (ipad/iphone).

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:

If you do not have access to a device or the internet please telephone the school and we will try to assist you in the following ways:

- enabling a loan or issue of a device accompanied by a user agreement or contract if these are available for use
- exploring the DfE offers of support for technology on an individual basis
- alternative temporary ways of receiving and submitting work

In addition, the DfE has a scheme to increase mobile data allowances, open to children and young people who:

- don't have access to a fixed broadband connection
- cannot afford the additional data needed to access educational resources or social care services
- have access to a mobile device that uses a participating network
- are facing disruption to their face to face education, or have been advised not to attend school

Please contact school if you need this and you meet the above criteria.

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 include:

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- paper tasks produced by teachers (e.g. worksheets) which can be printed at home if possible, or alternatively done in workbooks or on paper.
- textbooks and reading books pupils have at home
- use of websites supporting the teaching of specific subjects or areas, for example video clips or sequences on YouTube, BBC Teach, BBC Bitesize, Espresso.
- long-term project work and/or internet research activities as directed by the teacher, and linked to the curriculum map.

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?

Children are expected to engage with remote learning daily, and to complete, return or upload work according to the teacher's requested timescale.

Parents are expected to help their children access the work set for them by their teacher. Try wherever possible to set a daily routine with learning. However, we understand that parents are likely to be working and this may affect children's ability to complete tasks and meet 'deadlines' for submitting work, especially if the children are younger. If this is proving difficult for you, please let us know by email or phone.

Please feel free to help your child but please do not do it for them. They need to develop resilience and independence to fail and try again.

Please make the school aware if your child is ill or otherwise cannot complete the work.

Please just do the best you can. We appreciate it is not easy for parents to oversee remote learning. Seek help from school if needed.

Please be respectful when making any complaints or concerns known to staff.

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

One of the DfE expectations is for us to have systems for checking daily, whether pupils are engaging with their work and to work with families to identify solutions where engagement is a concern.

Teachers aim to monitor children’s engagement with school work by email or on Google Classrooms each day, and check that it has been returned on time. If school is concerned that your child is not engaging, unless a reason for absence is given, then we will phone parents to discuss any support which may be needed.

In addition, weekly check-ins/support, by telephone, will be undertaken by a member of the school staff. This will be an opportunity for you as parents to raise any concerns you have.

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 effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

We may offer feedback on children’s work either via email or on Google Classroom by written comments, scores or awards such as team points. Children will receive feedback on some, but not necessarily all, of their work. We will assess pupils’ progress by the quality of answers given to questions, pieces of written work, uploaded recordings and photographs.

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:

More frequent contact will be made by phone with parents of pupils with SEND to discuss what works well for each child. We will further adapt lessons to make sure that remote learning matches their individual needs.

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?

Children who are self-isolating will be set work to do at home which reflects the work their class is doing in school. Although lessons and tasks will need to be adapted, the key learning in each area of the curriculum will match that in class as far as possible. Children's work will be monitored and assessed remotely by the class teacher.

How we will communicate with you.

Staff, parents and children should only communicate using the channels of communication set up by the school. These include email and Google Classroom for individual messages to and from class teachers and email and the school text messaging service for general messages to all parents to and from the school office.

Staff will follow the guidance outlined in the code of conduct policy and will not communicate with parents or children using any social media or personal email addresses or phone numbers.

Communication will only happen between school staff and parents/carers/pupils during the working day (Monday to Friday) and between the hours of 8.40am and 3.45pm.

Staff will not respond to out of hours communication via Google Classroom or email.