

Harby C of E Primary School

Remote Learning Information and Provision 2021



This report is designed to help us share relevant and important information with pupils and parents about how we will be providing Remote Education during the National Lockdown of Spring 2021. It is a requirement that this information should be published on school websites by 25 January 2021 to support understanding of what pupils and parents should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19). This is a working document and will be reviewed regularly to ensure that it reflects our current provision.

On January 4th 2021, it was announced that most pupils at all schools across the country will now be learning from home. The government has set standards for schools relating to remote learning within this broader document, <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>. Our remote learning provision will be regularly reviewed to take account of any changes in guidance and legislation along with any significant changes in staffing which may impact upon provision.

If the information is not clear or helpful enough within this guide, or if you have any further questions, please communicate with your child's class teacher in the first instance. If you remain unhappy or unclear, please liaise with Mrs. Ford. Mrs. Ford is the designated senior leader in school for remote education and can be contacted via the school office email office.school@harby.leics.sch.uk. If you remain dissatisfied, please contact the school office to arrange to speak to the Head teacher, Mrs. Bye.

Remote learning doesn't mean that all children will take part in 'live' lessons via the internet or indeed require the internet to access learning. However, based on our previous home learning survey, we recognise and know that the vast majority of families do have access to the internet, so we base our provision around this in the first instance. We appreciate and understand that many families will have significant barriers to access online learning through lack of suitable devices, time pressures or intermittent internet access. Wherever possible we will support families to be able to work online to ensure that regular and effective feedback is given to pupils at home via our platforms of Tapestry and SeeSaw to enable their learning to move forward during the time they are not at school.

Throughout this document Remote Education refers to times when children are required to be educated at home – either as a result of the National Lockdown or during the National Lockdown if a bubble in their school closes. 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. This is relevant if there is a sudden closure. However, during the National Lockdown we are aligned in our home and school provision and this should enable a smooth transition between home and school learning if needed.

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

If pupils are sent home from school they can expect to take some worksheets / books with them if appropriate. They will then be able to follow the same learning provision that is on our school website. From here children and parents will be signposted to further and specific learning activities via pupils' individual Microsoft TEAMS logins.

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, when needed, we will make some adaptations in some subjects.
- For example, we cannot physically teach the PE and music curriculum in the same way, with the same resources that we have access to in school. We can provide activities and resources to support the development of these subjects at home that are along the same themes.
- Collective Worship will be developed and included as part of our remote learning Provision
- As a C of E school, we believe that collective worship plays a central role in our school's life. It provides us with valuable opportunities to reaffirm our values, ethos and to strengthen our sense of community and belonging.
- This will be further enhanced by the opportunities for shared story times and can involve whole class as well as whole 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 remote teaching and independent work) will take pupils broadly the following number of hours each day:

Reception	A minimum of 3 hours learning per day to include practical activities and phonics. Topic areas will support areas of learning and all areas of the EYFS will be catered for.
Key Stage 1	A minimum of 3 hours learning each day to include practical activities and phonics. Formal writing and recording will be expected too. English and maths will be linked to topic areas where possible.
Key Stage 2	A minimum of 4 hours learning each day to include English, maths and topic areas.

Your child's weekly timetable will be shared every week in readiness for Monday morning. This will detail the specifics in different subject areas. It will also enable you the flexibility to plan your child's day around other activities in the home. The timetable is a suggestion but can be altered to fit each individual circumstance.

Accessing remote education

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

- We use 2 key learning platforms per class. This is to ensure that we are as inclusive as possible and provide alternative means if one fails, as does happen with all technology from time to time.
- All Year groups will have access to Microsoft TEAMS. This will be to access learning activities.
- Children in Reception will be able to share work and communicate with their child's class teacher via Tapestry, as is usual practice.
- Children in Years 1, 2, 3, 4, 5 and 6 will be able to share work and communicate via SeeSaw as is usual practice.
- Class emails will enable further communication between parents and teachers as needed and appropriate.
- There will be a simple weekly task timetable on each class home learning page of website with signposts to Microsoft TEAMS, our wellbeing page and a reminder to use SeeSaw / Tapestry for communication. This may also be emailed to parents from class email too.
- Microsoft TEAMS can be securely accessed with individual logins for children.
- There will be daily video / audio welcomes on Microsoft TEAMS to support with tasks expected for the day ahead.
- Task can be accessed via the links which may be to videos / worksheets or practical activities.
- Optional extras may be provided for children and families that would like to try different or further activities
- Assemblies will be planned and timetabled for individual classes and the whole school

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 will be able to order small laptops from the Department for Education which we will be able to loan out to families and may also be able to let families borrow a school laptop.
- We will offer one-to-one sessions if needed to help with accessing the apps we are using.
- If families still cannot access the remote learning online despite help and support, we will provide printed materials which can be posted to you weekly.
- If we are supporting with printed materials we will make individual arrangements about how work can be submitted and feedback can be given
- We may also be able to offer school places to ensure pupils can access learning.

How will my child be taught remotely?

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

- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences – BBC Bitesize, Joe Wicks etc
- Worksheets and activities as prepared and provided by teachers and staff in school
- PiXL learning apps and additional materials to support learning
- Online reading books / phonic activities
- Longer term project work and/or internet research activities – taking the time to do things well
- Practical teaching and learning activities with families – that may include work outside, on walks 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?

We expect pupils to:

- Participate fully in the planned timetable of learning, joining in with activities, carrying out independent work and submitting work
- Remember to try their best in all activities
- To follow stay safe on-line guidance, rules and expectations including Zip it-Block it-Flag it.
- To behave sensibly and respectfully, just as they do when in the classroom and maintain a positive attitude towards their learning.
- To work independently when expected and not rely on parents to do the work – but remember to ask for help if needed so that support can be accessed.

We would like your help as parents to:

- Reinforce that school has not closed, there are just far less children coming in every day. That means that every weekday is a school day for them and their class.
- Contact your child's teacher if you or your child are having any difficulties accessing learning.
- Praise your child's efforts; it is very different learning away from school in their home environment.
- Ensure your child thinks for themselves when completing schoolwork and avoid doing it for them – if they are finding elements too difficult then please contact your child's class teacher for further support.

Engagement in remote learning is compulsory, as is the expectation that we make that provision available and accessible to all. However, if children themselves are too ill to participate in the lesson then they would not be expected to engage in the home learning for that day and we would ask parents to inform us of their absence in the same way we would if the child was expected to be in school. Pupil's engagement in remote learning will be monitored daily and any concerns can be quickly raised and addressed.

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 activity on Tapestry/ SeeSaw and Microsoft TEAMS. They will report any concerns to senior staff in school.
- We recognise that activities may be completed in different ways in some circumstances but we still want to see the engagement and share in your learning.
- If we notice that children are not accessing and engaging with learning activities we will make contact to see how we can help.
- If frequent and regular attempts to make contact are not received then we will instigate our Safeguarding Protocols to ensure wellbeing.

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 to pupils may be on a whole class basis via a shared message or comment or directed to individuals or groups of pupils.
- Some elements of quizzes may be used to ascertain where we need to focus new learning – these will be fed back to individuals.
- Feedback will be through Tapestry / SeeSaw where comments can be shared about children's work. These can be group or individual.
- When teachers see that children are finding learning difficult, they will provide more detailed feedback.
- More detailed feedback may take the form of an email to parents or a telephone call to offer further support if warranted.
- We will continue to use PiXL assessments where possible to enable supportive interventions to be set to support children.
- Further individualised work may be set as appropriate based on feedback on children's 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 to support those pupils in the following ways:

There is an expectation that pupils with special educational needs and disabilities (SEND), are considered 'vulnerable' as defined by the DFE and as such, are expected to be in school. We recognise that this may not be the decision that all families wish to make for their children. We will support children and their families in this decision-making process and offer additional support as appropriate.

- Where children would **normally** receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue via Teams as long as the agencies engage.
- Additional resources may be supplied by the school either physically or virtually to support learning.
- Pupils with SEND who receive extra support from staff in school with specific targets as set by supporting external agencies will have additional support offered via phone calls if they are not receiving the support in school.
- Every teacher is a teacher of pupils with SEND and your child's class teacher will be happy to support with any queries in the first instance should difficulties develop.

We know that younger pupils can find listening for long periods of time difficult. We also know our Year 1 children missed a lot of their Reception Year. To best help them enjoy and learn remotely we recommend:

- Have shorter focussed sessions.
- Focus a lot on practising the basics because we know that repetition is really important.
- Provide teaching videos by school staff that are familiar
- Focus on daily phonics and active learning.

Remote education for self-isolating pupils

During the National Lockdown there will be no difference in provision for self-isolating pupils and pupils remote learning from home.

Upon our return to school in a greater capacity we will ensure that this information is developed and shared with you so that you are able to see the provision for individual pupils who need to self-isolate but the majority of their peer group remains in school. How remote education is provided in these cases will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school on a larger scale with an increase on face to face teaching.

Communication

Parents should communicate with staff via the following ways:

- SeeSaw / Tapestry with the child's class teacher in the first instance for work and queries.
- Class email for any parents having difficulty with SeeSaw / Tapestry
- Office email for general queries / informing of illness or ***urgent need***

We will communicate back with parents via the following ways:

- SeeSaw / Tapestry, Class email
- Telephone call from school when agreed or warranted

Microsoft TEAMS will be used as a platform to facilitate live elements and work for children.

We will endeavour to reply as soon as possible during the working week. Staff are not expected to correspond with parents during the weekends and evening, unless there are exceptional circumstances or their working pattern is different, for example the teacher needs to manage their time differently due to their own personal circumstances. We recognise that staff are working in and out of school during difficult times and may have their own young children to care for.

Next steps:

- Develop training and confidence in Microsoft TEAMS – both staff and parents in using this
- Communicate directly with parents to identify any barriers in learning – technological / devices / printed resources / understanding of terminology
- Address barriers as appropriate
- Review provision statements