

Hardwick Primary School

**Remote Learning &
Education Information
for Parents**



4th January 2021

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 where national or 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 page.

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?

On the first day the children will be directed to the Oak Academy where teachers will set an English, maths and topic lesson to complete. This allows the teachers to prepare and move the learning onto our Office 365 Class Notebook platform from the following day. From day two remote learning will consist of pre-recorded lessons in English, Maths and topic and supplemented by any further work that would be beneficial to your child, such as reading activities, weekly spellings, multiplication tables, handwriting practice, etc.

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 will 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, such as physical education for example.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

The following is based on the DfE expectations for remote learning in primary schools.

It is expected that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

<p>EYFS (Reception) Expectations</p> <p>up to 3 hours a day</p> <p>As a guide to a typical day:</p> <p>20-30 mins – Phonics</p> <p>30-45 mins: English</p> <p>30-45 mins: Maths</p> <p>30-45 mins: Topic and other curriculum areas</p> <p>30 mins: reading daily</p> <p><i>Additional activities:</i></p> <p>15-20 mins on a weekly additional maths activity from School Jam</p>	<p>Children In Reception will be set smaller tasks to support parents in delivering the curriculum throughout the day</p> <p>A Phonics and/or English lesson will be set.</p> <p>A maths lesson will be provided.</p> <p>Topic and other curriculum areas may include ICT/technology, art, PSHE, handwriting, PE, etc.</p> <p>You will be encouraged to read with your child daily. Support will be given with sourcing/ resourcing materials In order to make the reading purposeful.</p> <p>Creative and explorative ideas will be suggested in order for the children to access their learning through play.</p>
<p>Key Stage 1 Expectations</p> <p>3 hours a day</p> <p>As a guide to a typical day:</p> <p>15-20 mins: Phonics</p> <p>45 mins -1 hour: English</p> <p>45 mins - 1 hour: Maths</p> <p>45 mins - 1 hour: Topic and other curriculum areas</p> <p>20-30 mins: independent daily reading</p> <p>10 mins: story time</p> <p><i>Additional daily activities:</i></p> <p>10-15 mins: TT Rock Stars (multiplication tables)</p> <p>10-15 mins: spellings</p>	<p>Children in Key Stage One will be set a phonics lesson and/or a SPAG (spelling, punctuation & grammar) session.</p> <p>A daily English and Maths lesson will be set.</p> <p>Topic and other curriculum areas will be included.</p> <p>You will be encouraged to read with and hear your child read daily. Support will be given with sourcing/resourcing materials In order to make the reading purposeful.</p> <p>Other daily tasks linked to maths and English will be set.</p>

<p>10-15 mins: handwriting</p> <p>20 mins on a weekly additional maths activity from School Jam</p>	
<p>Key Stage 2 Expectations</p> <p>4 hours a day</p> <p>As a guide to a typical day:</p> <p>1 hour: English</p> <p>1 hour: Maths</p> <p>1 hour: Topic and other curriculum areas</p> <p>20-30 mins: reading daily</p> <p><i>Additional daily activities:</i></p> <p>20-30 mins: additional maths activity on Maths Flex</p> <p>15 mins: TT Rock Stars (multiplication tables)</p> <p>10-15 mins: spellings</p> <p>10-15 mins: handwriting</p>	<p>Children In Key Stage Two will be set a daily English and maths lesson.</p> <p>Topic and other curriculum areas will be included.</p> <p>You will be encouraged to hear your child read daily. Older children who are competent readers may read independently. Support will be given with sourcing/resourcing materials In order to make the reading purposeful.</p> <p>Other daily tasks linked to maths and English will be set.</p>

Accessing remote education

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

The school is using Office 365 Class Notebook to host our remote learning. To access our remote learning platform, please visit www.office.com and sign in using your child's username and password, which you have been supplied.

Work can be found in the 'Content Library' section in the Class Notebook. Here you will find a pre-recorded lesson for English, maths and topic, along with any other work the teachers want the children to complete.

Completed work from pupils can be shared with the class teacher by uploading photos/scans to the 'Completed Work' section within their personal folder. The class teacher will then mark/comment on the shared work.

There are instructional videos and written instructions of how to access Class Notebook and how to submit completed work on the home page of ClassDojo.

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:

- If you do not have a sufficient device or devices to access the online remote learning, please contact the school and we can arrange to loan you a school laptop (provided by the DfE laptop for schools) or a school iPad. We will ask you to sign for the responsibility of the device and you will be required to ensure you have appropriate internet filtering settings on your home router (this is quite simple to do and please speak to your internet provider if you are unsure how to do this).
- At present, we do not have means of providing you with an internet connection, for example via a router or dongle. It is possible to tether your mobile phone to a device and access the internet. Please note this will use your mobile phone data allocation.
- Our remote learning has been designed that you should not need to print any materials. Maths is to be completed in their Power Maths textbook and all written work is to be done in the lined text book provided. If you should need a new lined book, please contact the school.
- If your child does not have online access or access to a printer, then please contact the school to arrange for paper copies of the learning. Depending on the circumstances we will either post or hand deliver the materials if you are unable to collect from school.
- Pupils submit work to their teachers, via the Class Notebook. Detailed instructions are available on ClassDojo or can be explained by contacting the school office. If you do not have online access, please speak to the school office and arrangements can be made with the class teacher about submitting work.

How will my child be taught remotely?

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

- Teachers prepare a daily English, maths and topic lesson for the children in their class or year group, which follows the planned curriculum being taught that term. The remote learning mirrors what the critical worker and vulnerable children are receiving in school.
- Remote learning comprises of pre-recorded audio/visual lessons made by teachers. Teachers record their teaching of the lesson, using a PowerPoint presentation, which includes mouse and pen markings, and the audio teaching of the lesson.
- The recorded lessons are uploaded as videos to Microsoft Stream and embedded into the Class Notebook page for the children to watch, along with instructions and any pdf or Word documents the children will require in the lesson.
- Children are provided with their Power Maths pupil book for completing independent maths work and a lined textbook for any written English and topic work.
- Alongside the three daily pre-recorded lessons, children are also expected to practise daily;
 - spellings
 - multiplication tables via TT Rock Stars
 - additional maths activities on Maths Flex (KS2) and School Jam (EYFS/KS1)
 - reading (their school reading book, appropriate aged books from home or digital books from Accelerated Reader Myon)
- Teachers may direct children to commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

NB - If in the event a child were to have any technical issues with Office 365 that could not be immediately fixed, to avoid a delay in learning, teachers may direct the child to the Oak National Academy website to complete lessons until the issue is resolved.

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 and complete work daily using the remote learning provided by the school, unless they are too unwell to do so.
- Parents/carers will need to support the delivery of remote education (where necessary). Children should be encouraged to complete their work to a high standard and not rushed.
- If possible, parents should set a routine to support their child's learning and have a space to work in. The guidance from the DfE is a minimum of four hours learning for KS2, three hours for KS1 and less for EYFS. Each pre-recorded lesson provided by the school will take approximately an hour to complete.
- To assist teachers keeping on top of their marking and feedback, we request (where possible) work is submitted daily to the teacher. However if this is not possible, then any completed work from Monday to Wednesday must be submitted by Wednesday evening and work completed on Thursday and Friday, must be submitted by Friday evening.
- We do appreciate that daily learning may not always be possible with parents working from home, however we do expect all the work set to be completed by the end of the week and shared with the teachers.
- If you struggle with your child's engagement at home, we ask you to contact the class teacher immediately, so we can support your family moving forward.

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

- Teachers will keep a log of the children accessing and submitting completed work and whether they attend the weekly virtual class assembly (Fridays). Teachers will therefore be able to assess the level of engagement from each child.
- If teachers haven't seen any work from a child by the end of the week, they will make a phone call home to speak to the parent.
- If a vulnerable child is not attending school, then a member of staff from Hardwick Primary will complete a weekly wellbeing call. Here the needs of the children can be discussed.

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. Our approach to feeding back on pupil work is as follows:

- Where appropriate, children will receive daily individual feedback on their work. This may be written comments or audio comments and include stickers. Work must be submitted to the teacher daily (where possible) and no later than Wednesday and Friday each week.
- Children may receive generic or whole class feedback from the teacher on a daily basis.
- Progress and assessment is difficult to judge with remote learning as work may not always be completed independently. Teachers may use online assessments, questions and quizzes to try and establish a child'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 and carers to support those pupils in the following ways:

- Children with EHC Plans will be invited to attend school during a period of school closure (not if they are part of a self-isolating bubble). Children who are on the schools SEND register may be invited to attend school, if it is felt it will be more beneficial to meeting their needs (not if they are part of a self-isolating bubble).
- Children with EHC Plans will be provided with bespoke work to meet their educational outcomes if they are not attending school.
- Where reasonably possible, children with SEND needs will have access to the same provision and interventions as when they are in school.
- The school will work together with the parents to tailor a package of support that can be delivered at home. In these cases, individual pieces of work will be sent directly to the children.
- We will continue to liaise with external agencies to ensure the appropriate materials are available.
- In some cases, children will be allocated to teaching assistant champions who will support the family through remote learning.

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?

The class teacher will contact you via telephone and tell you what lessons your child is to do.

- **Maths lessons:** children will do the maths lessons on the Oak National Academy, which will be linked to the maths being covered in the classroom at that time. <https://www.thenational.academy>. Activities from Maths Flex (KS2) and School Jam (EYFS KS1) can also be completed.
- **English/Phonics tasks:** children will do the English lessons on the Oak National Academy (<https://www.thenational.academy/>) and/or Pobble 365 (www.pobble365.com). The quantity will be dependent on age/stage of your child. Some/all of these will be 'handed in' to your child's class teacher for marking on the child's return to school.
- **Topic task(s):** following the lessons being covered in class that week. Teachers may send you electronically the screens from the lesson / worksheets. If the lessons being taught in class are not able to be delivered remotely (e.g. if it requires additional resources such as art resources e.g. clay or pastels, or geography resources e.g. maps and atlases), then alternative task(s) will be provided.
- **1:1 support/SEND:** if your child receives 1:1 support or is on our SEND register and they are isolating, the teacher will try and provide a more bespoke programme of support. This may include an adapted curriculum, differentiated activities, phone calls/video chats with the teacher or teaching assistant. They will usually be expected to still complete the learning set, with adaptations.