

North Heath Community Primary School

Remote Education Provision



We aim to:

1. develop an enjoyment of learning
2. make every individual feel valued and respected
3. have a happy and positive ethos which encourages the celebration of all achievement
4. provide a safe and inclusive environment that encourages everyone to reach their full potential
5. communicate effectively and collaborate through positive partnerships and teamwork within and beyond the school
6. develop self-awareness and life long learning skills

Note: Additions and changes following Government guidance for opening from September 2021 are included in Appendix 1 on page 9.

Working together, we enjoy and achieve

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parent/s/carer/s about what to expect from remote education if local or national restrictions require entire cohorts (or bubbles) to remain at home. It also covers those individuals who are required to self-isolate during the Covid – 19 pandemic.

The remote curriculum: what is taught to pupils at home?

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

Whilst we hope that we will have prepared home learning in advance, should this not be the case, as in a sudden, unexpected lockdown, we may initially send pupils home with workbooks and work sheets.

2. Following the first few days of remote education, will my child receive the same curriculum as they would if they were in school?

Yes, we provide the same curriculum remotely as we do in school, though the methods of delivery may be slightly different without a teacher present.

Remote teaching and study time each day

3. 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: 3 hours a day on average across the cohort, with less for younger children

Key Stage 2: 4 hours a day (including up to 1 hour of PE/Physical Exercise)

Staff will use their best endeavours to prepare the regulatory hours of activities for each year group. Reading, Writing and Mathematics remain a priority and physical activity will be included. Books for recording will be available

from school every Friday from 1.30 – 2.00 PM. There is an expectation that all children not in school will fully engage in home learning.

Parents are welcome to contact teachers about the learning up to 3 times a week, with the understanding that teachers may not be in a position to respond daily. Any more than that would simply make it unmanageable for staff who are teaching children in school. Please always include your child's class and name in the subject box.

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

Google Classroom will be used by the juniors. This provides links to all online materials and any worksheets created in school.

Infants will be provided with online home-learning packs.

The following emails are available for contact:

reception@northheathprimary.co.uk

year1@northheathprimary.co.uk

year2@northheathprimary.co.uk

year3@northheathprimary.co.uk

year4@northheathprimary.co.uk

year5@northheathprimary.co.uk

year6@northheathprimary.co.uk

5. 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. Please contact the school office if this applies to you.

We take the following approaches to support those pupils to access remote education:

- We will issue or lend laptops or tablets to pupils wherever possible. Further information can be obtained via the office and weekly newsletters.
- We have some SIM cards with unlimited internet access that will be available if we cannot support you with a device.

- Printed materials can be accessed through work packs from the school if you do not have online access
- Pupils can submit physical work to their teachers via the office if they do not have online access
- We will work with the local and wider community to seek donations and contributions to support provision of devices

6. How will my child be taught remotely?

Reception Home Learning Offer

Teachers will prepare 2 week blocks of work. These will contain activity ideas from across the 'Early Years' curriculum. Pupils can choose which pieces of work or activities they wish to send to their teacher each week via the year group email.

Infant Home Learning Offer

Teachers will prepare 2 week blocks of work which will be sent out via Parent-Mail. Specific pieces of work (to be submitted via year group emails as listed in Question 4) will be identified by the teachers and responded to each week. The home learning 'ParentMails' will contain links to videos and online resources as well as work sheets and practical activities so pupils can enjoy the different learning experiences at home, similar to those in school.

Junior Home Learning Offer

Teachers will open registers from 8.45 – 9.00 AM on Google Classroom and ALL children should say good morning and log in for their day's work. Through Google Classroom, teachers will identify which pieces of work will be submitted, for response from the teacher, each week. If the face to face offer allows, teachers may be available to respond live at regular times on Google Classroom. The mathematics materials will usually allow for independent learning, with the facility for pupils to correct their own mistakes, so there is no need to submit these. Teachers will continually upload activities onto Google Classroom so that each week's learning is available and is visible by the Monday morning.

Depending on capacity, often driven by the number of key worker pupils in school, some examples of remote teaching approaches across the school may include:

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers – LOOM assisted PowerPoints or lessons)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

- live session (eg: online assemblies)
- long-term project work and/or internet research activities
- Where possible, we will create time in school so that each class can meet for at least one Zoom session (or equivalent) each week in support of community cohesion and mental health. The capacity for this during the self-isolation of whole bubbles will increase.

Engagement and feedback

7. What are the school's expectations for my child's engagement and the support that we as parents and carers should provide at home?

Expectations for pupils' engagement with remote education

- Pupils should engage with learning for the times set out in Question 3
- Daily reading/phonics, writing and mathematics should be the priority, as well as physical exercise
- Junior pupils should log in daily for morning register on Google Classroom
- Use the year group emails to message your teacher if you are finding a particular topic/piece of work challenging

Expectations of parental support, for example, setting routines to support your child's education

- Be available for the weekly telephone call
- Support your child in creating a daily/weekly schedule
- Remain positive about the home learning experiences
- Seek advice and support where necessary
- Enjoy the flexibility of adding to or adapting the curriculum provision to benefit or support your child and their individual needs and stage of development
- Enjoy regular breaks
- Use the year group emails to message your teacher in you are finding a particular topic/piece of work challenging – try to limit this to 3 times a week

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

- Teachers will be checking at least weekly and will keep a log of activities and phone call interactions
- Submissions of work through Google Classroom and/or year group emails
- Weekly telephone calls/emails
- Google Classroom login details
- Referrals of concerns to the leadership team and follow up conversations

9. What action is taken where engagement is a concern?

- There is an expectation that pupils and parents can contact teachers if any work/topics seem too difficult.
- In turn, we will inform parent/s/carer/s of concerns we may have initially through year group emails or year group telephone calls
- We will inform junior pupils' concerns and expectations through Google Classroom
- Where lack of engagement is identified, we will offer additional support through our Inclusion Coordinator where applicable
- We will offer additional conversations with parent/s/carer/s
- We will engage our leadership team where the approach to home learning is considered a consistent concern

10. 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:

Methods used to assess and feed back on pupils' work

- Brief written comments on Google Classroom at KS2 or via email at KS1
- Oral feedback through telephone calls
- Use of Mote via Google Classroom

- Pupil online responses to quizzes and work eg: Mymaths, diagnostic questions
- Parental comments (email or Google Classroom) about areas that pupils enjoy, find challenging etc.

Additional support for pupils with particular needs

11. How will the school 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 as easily as some other pupils, without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parent/s/carer/s to support those pupils in the following ways:

We will work with families to deliver remote education for pupils with SEND through:

- The setting of appropriate, accessible activities
- Regular conversations with the class teacher
- Regular contact with the Inclusion Coordinator, class teacher, parent and pupil where necessary
- Liaison with the LA regarding EHCP and LAC reviews

Remote education for self-isolating pupils when most others are in school

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. However, home learning resources will be available via the year group emails for any pupil in this situation.

12. If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

We seek to ensure that individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing weekly feedback.

The main differences between the approaches described in the rest of this template are that:

- Juniors are less likely to use Google Classroom as much
- Work may be set in smaller blocks
- There may be more reliance on worksheets and workbooks
- Feedback will have to be provided after school hours and less frequently
- Emails will need to be responded to after school hours and this may not be possible on the same day
- Home learning may not fully reflect the curriculum offer in school

NOTES

- A. If a teacher becomes ill and cannot manage the full offer as a result, work will still be set, but feedback will be limited
- B. It is likely that bubbles in school will close if a teacher tests positive for Covid – 19

Zoom/Google Meet Protocols for Parents, Pupils and Staff

1. Dress appropriately
2. Consider what is in the background
3. Sit with your back to a blank wall if possible
4. Other family members e.g. siblings must not distract you but an adult MUST be present when you are in a Zoom meeting or on a Zoom call
5. You must not take photos, screenshots, record any video, or audio
6. Follow the same rules as in the classroom (appropriate behaviour)
7. For a class or group meeting always mute your microphone and let your teacher invite you to speak
8. Do not share the Zoom meeting link with anyone, this includes on social media
9. There is no need for your own zoom account, the link that is sent out can be opened in a web browser
10. Parental email addresses must be used for all Zoom meetings and calls

Appendix 1

From September 2021

In the event of a sudden lockdown, we will revert to our initial policy as previously outlined with an initial 2 week block of work being sent home.

What will the differences in provision be if my child is not in school because they are asymptomatic, as opposed to a wider lockdown?

- It is unlikely that classes will close if a teacher tests positive for Covid-19.
- Any type of closure will be a last resort and on the advice of PHE and/or the DfE.
- There are no bubbles, so where pupils **are ill** from Covid – 19, as with other illnesses, they are not expected to work.
- Where pupils are **asymptomatic and fit to work**, there is an expectation that they will fully engage in home learning.
- YR teachers will also identify specific pieces of work that they will respond to each week.
- If small numbers are in isolation, teachers may not be able to log in daily to Google Classroom due to their full time teaching commitment in class.
- Juniors will continue to use Google Classroom to set 2 week blocks
- Teachers will respond to identified pieces of work through Google Classroom feedback tools
- Work may be set in smaller blocks
- Home learning may not fully reflect the curriculum offer in school, but will be compliant with DfE expectations.
- There may be more reliance on worksheets and workbooks and additional resources, such as CGP books for research, learning and comprehension may also be used in the juniors.
- There may be more reliance on worksheets and workbooks
- Feedback will have to be provided after school hours and less frequently
- Emails will need to be responded to after school hours and this may not be possible on the same day
- Most work will be submitted electronically wherever possible