

# **HALSTEAD COMMUNITY PRIMARY SCHOOL**



## **Remote education provision** Information for parents and carers

## 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

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- We teach the same curriculum remotely as we do in school. However there may be some adaptation to include resources that are likely to be available at home. For PE, there may not be the same equipment as in school but the expectation to exercise remains.
- Teachers will email the work by 8:30 am on the day

### 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	The work we offer should take 3 hours as a minimum.
Key Stage 2	The work we offer should take 4 hours as a minimum.

## Accessing remote education

### 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:

- A number of laptops have been sourced from the DfE for distribution to pupils without the necessary technology available to them. Parents should contact school to request one of these or they may be contacted directly by the school if a member of staff understands that this may be a barrier.
- Should internet connection be an issue, the school will apply for a 4G router from the DfE to enable internet access in the home.
- If printed materials are required, in the first instance, we would investigate alternative solutions as this would reduce the need for a journey. If this was not an option or was unable to be done in another way, either a doorstep drop off or collection from the gate at school would be arranged.
- If a family does not have online access in order to return completed work, we would initially seek to address this (see above). Other solutions would be for a parent to photograph it and email it back or a doorstep collection/school drop off could be

### 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:

- Detailed lessons will be sent home daily via email. Teachers will be able to respond to any questions posed by parents/pupils at points within the school day.
- Some lessons may have a link to recorded teaching (e.g. Oak National Academy lessons) where this is appropriate.
- We encourage families to use e-books (eg Oxford Owl) alongside the reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (e.g. BBC Bitesize, TT Rockstars, Purple Mash, Busythings, Sir Linkalot, etc.
- Long term Power Project
- Live assemblies three times a week
- Live 'What are we learning?' session once a week

## 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 should complete the work set to the best of their ability. Any questions regarding the learning can be emailed to the class teacher.
- Children should attend Zoom assemblies and 'What am I learning?' session
- children's work to be emailed back to class teacher when complete.
- the work returned can be photographs or videos as alternatives to typed or written work.
- the role of the parent is to support the learning taking place where appropriate.

### 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 record of children they do not receive work from; these names are reported to the office.
- teachers will respond to parents if there are concerns about the engagement in a way that is appropriate to the child concerned.
- school leaders or office staff will contact those families to see if there is a way in which school can support them to enable this to happen.

### 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 will be given on the work that is returned to the class teacher as this will inform the future learning.
- the feedback should give some support to the family about next steps or specific feedback where misconceptions have been noticed.
- there should be some feedback each day
- Willow are giving peer feedback
- Learning will receive team points
- Learning will be celebrated in the Celebration assembly at the end of the week

## **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:

- in the first instance, all parents of children on the SEND register will be contacted to invite the pupils into school to access the work.
- where this is not taken up, discussions will take place as to the best ways in which the school can support the family, eg technological support, how lessons will or can be personalised, etc.

## **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?**

Should a child be self-isolating, they would receive the Home Learning email that goes out to all of the home learners.

If the self-isolation occurs at a time when the school is operating with all pupils able to attend, a home learning version of the teaching taking place in the class will be emailed to the family.