Hanging Heaton C of E (VC) J & I School
Remote Education – Information for Parents/Carers

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 - Will my child be taught broadly the same curriculum as they would if they were in school?

Remote learning will be in place the same day we are advised of a bubble closure where notification is received early in the morning. If children are in school when the decision is made to close a bubble, then teaching staff will supervise children until they are all collected safely. Depending on the time of closure, teachers will be expected to allocate some work via Seesaw as soon as is practicable once they have isolated themselves at home. Where closure is announced in the afternoon, work will be set from the following morning and in the meantime children encouraged to read, and access Mathletics, TTRock Stars, SPAG.com, Lexia, Oxford Reading Owl and/orTeach Your Monster To Read (as applicable).

Teaching staff will set 4 activities per day via our chosen platform Seesaw. – one maths based, one English based and one foundation subject based (a mix over the course of the week) plus SPAG (spelling punctuation and grammar) or phonics. In addition to this pupils will also be encouraged to access daily reading activities in the form of reading books and online reading.

Activities set will include links to teaching videos or resources of high quality and these will provide direction and instruction for the child. There will then be a follow-up activity for children to demonstrate/consolidate learning. The activities will reflect the work that the child(ren) would be doing in school and follow our sequence of learning across different subjects. There will obviously be areas which cannot be replicated directly at home, e.g. PE provision, however this will be addressed by the use of alternative instructional videos.

Where parents or children are unsure of any activity, the teacher will respond to queries via Seesaw within reason (particularly if teaching in class). When work is uploaded that has been set, school staff will provide feedback in line with expectation for individual pupils and our Marking and Feedback policy.

Parental comments will be responded to with appropriate professionalism and with regards only the set learning.

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	3 hours per day, to include taught sessions, independent work, liaison with teacher, listening to and reading stories.
Key Stage 2	4 hours per day, to include taught sessions, independent work, liaison with teacher, independent reading activities.

School recognises that for young children, this requires a great deal of parental input and this can be problematic – especially where parents are also working from home. They will work to make the workload as manageable as possible and be sympathetic to the fact that timings may not be in line with school timetable.

Accessing remote education

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

Remote learning is accessed via Seesaw. This can be accessed from a PC, laptop, tablet or mobile phone. Children continue to have access to other online learning packages which school already uses, e.g Mathletics, TTRock Stars, SPAG.com, Lexia, Oxford Reading Owl and/orTeach Your Monster To Read (as applicable).

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:

Early on in the current school year we canvassed the views of our parents to ascertain any issues in this area should we be faced with periods of bubble closures and/or lockdowns. Parents identified at that time where additional support in the form of IT equipment (laptops and internet access) would be required. As a result we were able to quickly respond to those needs as bubbles are closed or lockdowns announced. Moving forward where situations change and IT becomes an issue, parents are encourage to contact Mrs J Potter on 01924 463035 and further provision will be sought.

In the case where printed material is required, this can be copied and picked up from the school office by prior arrangement and completed copies returned to the school office weekly.

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, Letters and Sounds for Home and School, BBC Bitesize, video/audio recordings made by teachers)

- worksheets and or subsequent activities to be completed and uploaded to Seesaw, which can be completed online, printed out or simply answered on a plain piece of paper and photographed and uploaded back onto Seesaw.

- reading books pupils have at home or online reading books available from oxford Owls or Library service

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences as directed by the teacher

- two way communication link to allow pupils to ask questions where they require clarification and enables the teacher to check understanding, support misconceptions and challenge and extend learning.

- regular celebratory whole class sessions to continue to develop team spirit, help support pupil wellbeing and enable and encourage social development.

- continued access to a range of online learning packages which school already uses, e.g Mathletics, TTRock Stars, SPAG.com, Lexia, Oxford Reading Owl and/orTeach Your Monster To Read (as applicable).

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?

Each week, daily (if whole pod is self isolating) or weekly (if individuals are self isolating) work will be uploaded to Seesaw. Families should view this together, and then make appropriate plans to complete the work. Should anything be unclear in the work that is set, parents can communicate with class teachers via Seesaw

Work that children complete at home can be uploaded to Seesaw daily or returned to school weekly

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

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

Class teachers are constantly reviewing Seesaw. Where it is apparent that pupils are not uploading work (or sending work in hard copy to the school office), then telephone contact will be made with the parent concerned to see if they require some technical support to do so. Phone calls will be made at least weekly where this is the case.

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:

Every piece of work will be acknowledged and a comment made as identified above. Additionally packages which use immediate feedback, (IT packages as identified above) will be utilised to enable children to have immediate feedback also.

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:

SEND pupils will be set work in line with their learning. In some cases, to make this manageable where teachers are in class, younger year group expectation may be accessed.   Pupils with Education Health and Care Plans will be dealt with on an individual basis and contact will be made directly with their parents.

School recognises that for young children, this requires a great deal of parental input and this can be problematic – especially where parents are also working from home. They will work to make the workload as manageable as possible and be sympathetic to the fact that timings may not be in line with school timetable.

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?

Our systems will come into play on the first day that a child is absent from school. Where we are notified that a child is absent due to the need to isolate, work will be uploaded onto the Seesaw platform during that morning in school. Where practicable this will be done prior to school starting. However in the instance where the class teacher is already teaching, this will be done at their first opportunity and no later than lunchtime.

Provision will be exactly the same as identified above with the exception that where possible work will be uploaded for a full week as opposed to daily.