

Remote Education Provision Information for Parents/Carers



Hardwicke Parochial
Primary Academy
January 2021

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

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. Please follow the link to our school website

http://www.hardwicke.gloucs.sch.uk/web/remote_learning

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

Pupils have immediate access to remote learning via the school website. A weekly remote learning plan is available for all year groups with relevant links. This curriculum offer is aligned with government recommended resources including:

- National Oak Academy
- BBC Bitesize
- Letters and Sounds
- Purple Mash
- Hungry Little Minds

All pupils have a MS Teams account and therefore can be taught 'live' from the classroom and pupils and parents/carers can use this in order to communicate directly with the class teacher.

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, we have needed to make some adaptations in some subjects. For example, for foundation subjects, pupils at home will be referred to the National Oak Academy website with the exact location of work that is in line with the current school offer and sequence of 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:

EYFS and Key Stage 1	As a minimum, both recorded and live direct teaching will be no less than 3 hours
Key Stage 2	As a minimum, both recorded and live direct teaching will be no less than 4 hours

Accessing remote education

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

At Hardwicke, we are currently using MS Teams which provides opportunities for 'live' teaching' as well as the school website, where the remote learning opportunities are uploaded on a weekly basis. Through MS Teams and live teaching, opportunities to address misconceptions are instant. Documents are uploaded for daily learning and opportunities for work to be returned are available through Channels in MS Teams.

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:

- At Hardwicke, where possible, we provide technology including a laptop or ipad
- We provide paper packs of work that can then be returned for feedback
- We make phone calls to those pupils who are unable to engage in digital education

What do I do if I need access to technology or a paper copy for remote learning?

- A survey has been completed (September 2020) so that leaders at Hardwicke have a clear overview of technology access per family.
- On the school website, there is a link that parents/cares can follow to request technology and/or internet access:
http://www.hardwicke.gloucs.sch.uk/web/loan_devices_and_free_wifi_for_pupils_/534174
- On the school website, there is a link that parents/carers can follow to request a paper copy of printed materials and information on how to return work for feedback if they do not have online access. This may include a telephone conversation where verbal feedback is given by the class teacher.
http://www.hardwicke.gloucs.sch.uk/web/home_learning_/511441

How will my child be taught remotely?

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

At Hardwicke, we will use a range of remote teaching approaches including:

- **Synchronous teaching** in real time (face to face or via MS Teams online) and **asynchronous teaching** (online teaching, where teaching materials are posted online, and learners work through them in their own time, communicating with each other and the teacher via discussion boards or forums, or even by email).
- Blended learning (online instruction with classroom teaching and activities for other pupils)
- Games for Learning (GFL) which includes:
 - Phonics play
 - Purple Mash
 - BBC Bitesize.

All are designed for educational purposes, played on computers and learning takes place on an individual basis

- Recorded teaching – clear links provided on remote weekly planning [for](#):
 - Oak National Academy
 - Letters and Sounds
 - BBC Bitesize
- lessons and video/audio recordings made by teachers
- 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 (see above)

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?

- The school has a duty to provide Remote Education and therefore all pupils are expected to engage with Remote Learning, whether virtually or via paper packs.
- We expect all parents to follow and adhere to the Remote Learning Agreement, which is shared on our school website.
- The school will provide a weekly overview of the learning, with allocated time slots for Remote Live Teaching. This will support parents in creating clear routines and expectations at home for their children.
- If parents and carers are having difficulty trying to engage their child in remote learning, we ask that you contact our Family Support Worker via slt@hardwicke.gloucs.sch.uk

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

- The school will continue to record attendance on the school register, and where possible we ask all pupils to attend virtually to register at the beginning of the day. This information is shared with our Attendance Officer, who continues to monitor and report the attendance of all pupils who attend Hardwicke Parochial Primary Academy.
- Engagement with remote education is also monitored daily through the completion of tasks and activities set by the class teacher. The class teacher is expected to monitor attendance and engagement with pupil's remote education and will take steps to check on individuals where concerns are raised. These steps may include a phone call and/or an email from a member of staff to discuss with parents/carers whether there have been some difficulties accessing the learning, and will offer strategies if further support is required.
- If following this contact, engagement remains a concern, the class teacher will speak to the Pastoral Team and/or Senior Leadership Team who will take further steps to promote and improve engagement. They will make contact with parents/carers via telephone contact, or if felt appropriate, a home visit.
- The school Special Educational Needs and Disability Coordinator (SENDCo) Mrs. Gregory will be monitoring engagement from pupils with SEND including those with an Education Health Care Plan (EHCP) and those identified as vulnerable. Where engagement is poor, parents/carers will be contacted to discuss how the school can support further.

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:

Immediate feedback will be given through:

- Chatroom discussions
- 1 to 1 interaction tools (via MS Teams Channel)
- Interactive touch-screen questioning in live recorded lessons
- Peer interactions – these will be enabled through group chats or live video linking via MS Teams
- Low stake quizzes

The school feels it is vital for teachers to stay in regular contact with pupils. Therefore, finished work can be uploaded on to MS Teams for feedback, if uploaded by 3:30pm each day, pupil's will receive same day feedback where appropriate. This may take the form of a comment, voice note or pre-recorded video with whole class feedback.

Where a pupil does not have technology, they can return their work for the week each Friday by 3:30pm and the class teacher will provide either written feedback or provide verbal feedback via the telephone.

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:

- For pupils with SEND, we recognise that teachers are best placed to know how the pupils' needs can be most effectively met to ensure they continue to make progress even though they may not be able to be in school. The requirement for all schools by the Department for Education (DFE), including Hardwicke, is to use our '**best endeavours**' to secure the special educational provision called for by the pupils' special educational needs. We will work collaboratively with families to put in place, '**reasonable adjustments**' so that pupils with additional needs can successfully access remote education. Adjustments may include, but not limited to:
 - Work carefully designed to match the needs of individuals
 - Additional resources such as visual timetable, now and next board, number lines, writing slopes, pencil groups etc
 - One to one or small group remote intervention such as precision teaching, phonics boosters, Maths booster sessions to name just a few
- Where pupils have an Education Healthcare Plan, it remains the duty of the LA and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, when a pupil or household member may be self-isolating. In this situation, a discussion will take place between the SENDCo and parents/carers and agree how the pupils' needs can be best met. These will be considered on a case by case basis.

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?

We will provide a weekly overview of a planned and well sequenced curriculum which will be shared on the school website. Once the school has been notified that a pupil is self-isolating, parents will be directed to the website where a weekly overview for each year group with teacher planned activities and links to government recommended resources. From day two of isolation, arrangements will be made for the pupil to have full access to technology and therefore, will be able to receive live teaching through MS Teams. Alternatively, paper packs will be produced. This will be considered on a case by case basis in collaboration with parents/carers.