# Hanslope Primary School 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 if 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?

* Our remote curriculum will follow the planned spring term curriculum. This is outlined in the individual curriculum newsletters for each year group which are published on the school website.
* Through our remote education curriculum, we aim to provide your children with learning opportunities which are as near as possible to those that they would have had in school.
* Some aspects of the curriculum, e.g. practical science activities, will need to be adapted but we shall ensure that the children have opportunities to experience missed learning when we return to school, much like we did in the autumn term following the previous school closure.

## 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:

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| Primary school-aged pupils | The expectation is that primary pupils receive a minimum of 3 hours ‘learning’ per day which the school will provide.In EYFS children learn through play. Being active and doing practical activities are all part of their learning and are included in the daily three hours, alongside daily phonics, Maths and Literacy. |

## Accessing remote education

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

Online learning will be accessed in slightly different ways according to the age of the children:

EYFS - a weekly letter is sent via Parentmail with an outline for the week’s learning. The work is uploaded to the school website weekly.

Year 1 – a weekly letter is sent via Parentmail with an outline for the week’s learning. Activities will be available on the school website and others will be accessible through the Seesaw App; they will be uploaded weekly.

Year 2 – activities will be posted on the Seesaw App and resources will be available through Microsoft Teams; they will be updated daily.

Years 3 – 6 –there will be a mixture of online and offline learning which will be accessed through Microsoft Teams; it will be updated daily.

### 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:

* Pupils who do not have access to a laptop, tablet or other device have been identified and either loaned a laptop to use for educational purposes or given a place in school.
* Parents of pupils who are experiencing issues accessing remote learning should contact the class teacher via email as soon as possible so that they can offer support.
* Some pupils who do not have access to printed materials are receiving a weekly package containing all resource materials necessary for the learning. Parents can contact the class teacher by email should they require printed materials to support home learning.
* If pupils do not have online access, they can submit their work through email or by returning the completed paper copies to the trolley outside the office in a sealed package. Parents should let the school know if they plan to drop work off so that staff will know to collect it.

### 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, video/audio recordings made by teachers).
* Class assembly / story videos which will be provided at least once a week to motivate and engage pupils as well as give them opportunity to see their class teacher / teaching assistant.
* Powerpoint presentations made by teachers which have voiceovers to give the children clear instructions on what they need to do.
* Printed paper packs produced by teachers (e.g. workbooks, worksheets).
* Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
* Project work and/or internet research activities related to the current topic.
* Work set through learning platforms which the school is subscribed to (pupils will need to use the user names and log ins which have been provided) e.g. Phonics Play, My Maths, Times Tables Rockstars, Zumos, Charanga.

## Engagement and feedback

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

* Pupils will be able to complete the remote learning set in any order and at times of the day which are suited to them and their family; there will be no set timetable.
* In general, pupils will be expected to complete the work which has been set on a daily basis; however, as a school we understand that there will be circumstances which impact on a pupil’s ability to engage with remote learning including: illness of them or their parent, other members of the household requiring access to the same devices, parental work commitments, several siblings who need support with home learning.
* Where pupils are struggling to complete the learning which has been set, parents should contact the class teacher for advice / support using their school email address or through Teams (where appropriate).
* The school understands that it will not always be possible for pupils to complete all their tasks and recognises that where children are taking part in other activities such as cooking, crafts, BBC Bitesize, exercise sessions, these all contribute to remote learning.

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

* Teachers will be ensuring that work has been submitted regularly whether by email or through Teams / Seesaw.
* Where a pupil has not been seen to engage with the home learning set over the course of a week, the admin team will make a wellbeing call to the parents to enquire about the pupil and discuss ways that the school can support their remote learning.

### 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 may be given by the class teacher or another member of the teaching team.
* Where work has been submitted through the Seesaw App, teachers will respond with oral / written feedback or a ‘like’ to acknowledge that they have seen and checked it.
* In KS2 some of the work set will receive whole class feedback and the teachers will indicate this in the instructions which are given e.g. feedback through videos with positive comments to the whole class / individuals, comments through the chat function on Teams.
* Work set through digital learning platforms such as Phonics Play, My Maths, Times Table Rockstars, Zumos will not receive specific feedback but it will be regularly checked by the teachers.
* In EYFS, pupils will receive feedback on work they have submitted by email.
* Pupils who have received paper copies of work will need to email the teacher or return the completed work to school; the teacher will then provide feedback through email.

## 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 an EHCP and those who have been identified as vulnerable or unable to access learning at home will be given a place in school and will continue to receive learning support in line with their needs.
* Teaching assistants who are working in school will prepare and provide resources for some pupils which are personalised to their individual learning needs.
* Teachers will provide differentiated learning materials and appropriate resources to support learning which will enable pupils of all abilities to engage.
* Teachers will closely monitor pupils who have SEND, ensuring that parents are supported through regular email contact.
* Teachers will inform the SENDCo of any pupils / families who they have identified as requiring additional support to meet their individual needs.

## 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?

Teachers will set learning for pupils on a daily basis that is in line with the curriculum being delivered in class. Each year group will deliver the learning in the manner set out in the section: How will my child access any online remote education you are providing?