

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

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.

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

If your child is sent home for remote learning, they will have immediate access to Microsoft Teams/Class Dojo to access our online learning platforms. Class teachers will inform children/parents of the timetable to be followed and attended remotely (e.g. children will also be expected to join 'live' registration sessions). School will contact you to check if you need a device or support with internet access. If there are still technical issues that cannot be resolved, school will provide paper copies of the work to be completed.

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?

Your child will be broadly taught the same curriculum as if they were in school. However, some subjects may need slight adaptations depending on practicality and the resourcing availability of equipment. Teachers may also identify and plan to revisit objectives that they feel will be better taught when back at school. Here a few examples of adaptations we have had to make:

- In PE, children are completing fitness challenges rather than participating in team-based activities.
- In science, children may focus on the theoretical aspects now (e.g. the structure of rocks) but then follow this up in the summer when all children can physically touch and see the different structures of igneous, metamorphic and sedimentary rocks – this will promote long-term learning but also make such a topic more engaging for a child.
- In art, many areas are heavily dependent on specialist equipment/resources (e.g. clay and the modelling tools to carve and sculpt). Therefore, drawing/sketching is a more practical alternative to teach remotely as it requires only pencil and paper.

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:

Reception	A minimum of 2 hours
Key Stage 1	A minimum of 3 hours
Key Stage 2	A minimum of 5 hours

Accessing remote education

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

Two main platforms are used to set and submit work. EYFS and KS1 primarily use Class Dojo, due to its more child-friendly interface. However, the majority of children have been encouraged to learn how to log into Microsoft Teams to maintain daily contact – parents are contacted by Miss Dunning who is a teacher that is in place to support with remote learning across the school. KS2 children use Microsoft Teams to view and submit their work. All children are able to use Teams to access live sessions with the teacher, to maintain daily contact, wherever possible. There are a number of additional apps that the children are familiar with in school and may be used remotely (e.g. Times Table Rockstars, Numbots and Lexia).

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, but will do our very best to address this in the first instance. We take the following steps to support those pupils to access remote education:

1. Arrange for your child to have a device that is supplied by Hardwick Green Academy and Enquire Trust – please contact the school office for more information. A safe time will be arranged for you to collect your device from school – this is to promote social distancing on the school site. If you cannot collect, a member of staff will arrange a delivery time – they will place the device on your door step for you to collect safely and you will be asked to sign a document that confirms you will look after the device and return it back to school in the future. Once you return indoors, the member of staff will collect the paperwork from your doorstep.
2. Arrange for your child to have access to the internet (e.g. a dongle) that is supplied by Hardwick Green Academy and Enquire Trust – please contact the school office for more information. A safe time will be arranged for you to collect your router from school – this is to promote social distancing on the school site. If you cannot collect, a member of staff will arrange a delivery time – they will place the dongle on your door step for you to collect safely and you will be asked to sign a document that confirms you will look after the dongle and return it back to school in the future. Once you return indoors, the member of staff will collect the paperwork from your doorstep.
3. If school can arrange steps 1 and 2 with you, you will receive a phone call from a member of staff to help you set it all up. A few days later, you will receive another phone call to ask if there is anything else we can do for you.
4. If all of the above steps are not possible, school will provide paper alternatives to the above (e.g. workbooks/worksheets or examples of documents from the online platform) - please contact the school office for more information. A safe time will be arranged for you to collect work from school – this is to promote social distancing on the school site. If you cannot collect, a delivery of the work can be arranged in the post. Children will receive phone calls from teachers/school to daily/weekly phone calls to check on engagement and provide feedback on work - there is always a member of staff readily available in each year group to keep in contact or support children at home with remote learning.
5. The school can also be contacted via the Class Dojo app on a mobile phone.

How will my child be taught remotely?

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

- Live teaching (online lessons) via Microsoft Teams
- Recorded teaching (e.g. White Rose Maths / Oak National Academy or video/audio recordings made by teachers)
- Printed paper packs produced by teachers (e.g. workbooks/worksheets)
- Textbooks and reading books that pupils have at home
- Commercially available websites supporting teaching of specific subjects or areas, including video clips or sequences
- Internet research/project work as and when applicable (in line with Hardwick Green Academy's full opening guidance).

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?

We expect that your child/children engage with our remote learning offer as much as they possibly can. However, we do appreciate this can be challenging depending on your circumstances at home so understand that a degree of flexibility is needed during these unprecedented times - it is not only our job to support the learning of children within the Hardwick community, but also our job to support the parents/carers of the school community too! In order to support your child and to maintain strong links with Hardwick Green Academy, we ask that you:

- Set up clear routines at home so that children can fully access the remote learning offer. A timetable for the school day can be accessed via Teams/Classroom Dojo – contact your class teacher if you are unsure. If this timetable needs to be modified for your arrangements at home, please inform your child's teacher.
- Ensure that your child registers daily with their teacher via Teams/Classroom Dojo – this lets us know that they are engaged with their work but also that they are safe!
- Ensure that your child sends in work or contacts a teacher if they need more support. Teachers are remotely available for 1:1 live support to assist with anything your child may not understand.
- Provide praise and rewards! At times, we appreciate that remote learning can be challenging at home, so remember to focus on the positives and reward yourself with a well-earned cup of tea when you can! Don't be too hard on yourself– we really appreciate the support you are offering at home.
- Contact school – we are here to support you as much as possible! If you need any further support, please get in touch via the school office or Classroom Dojo.

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

Your child's engagement will be checked daily (every day) by their class teacher/teaching assistant - please ensure your child registers and submits work via Microsoft Teams / Classroom Dojo. If we do have any contact, we will phone home to see if you need more support or help with accessing our remote offer. If we still cannot establish contact, an attendance officer from school will conduct a house visit. If we still cannot establish contact, we will pass your details onto the attendance team at Stockton Borough Council. They will then take over and liaise with the school. We all have a statutory duty to safeguard children so it is important that we hear from ALL children during this lockdown and know that they are engaging with their 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:

- Using Teams, teaching staff give children instant feedback on work that has been submitted daily. Feedback includes corrections to work, recorded videos to support learning and further challenges to push children.
- Using class Dojo, staff can give feedback to children through their individual portfolios the same as on Teams.
- Children will always be given feedback before the next session if work is expected to be submitted online.
- Live teaching allows teaching staff to correct misconceptions there and then to support learning and for staff to assess children's ability.
- Continue to use SIMS for summative and formative assessment when work is submitted or live teaching has taken place.

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:

- Sending out learning packs with a variety of supporting resources that children are familiar with and use regularly in class.
- Paper copies of work prepared for those who have difficulty in accessing electronic lessons
- Additional time given to children and parents after live lessons to go through learning focus and support with access / completion
- Ensuring differentiated work is set and when needed sent directly to parent / child not on whole class page.
- Reception and Year 1 work is set on Dojo rather than TEAMS as this is easier for children to access. Most of the activities require the children to physically do something ie play a game. The worksheets that are attached have supporting prompts on and the children can complete and send back through directly to teaching staff.
- Staff have recorded themselves reading stories, doing an activity idea to ensure children remain engaged and have contact with staff.

Remote education for self-isolating pupils

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

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 at the same time. However, school will ensure that children still have the same access to the learning materials used at school (e.g. paper copies of resources such as knowledge organisers will be sent home along with key vocabulary for topics). To ensure that isolating children are exposed to the same content as their peers, parents will be provided with planning and progression documents to support learning at home - children may have to complete tasks that require more independence until a teacher/teaching assistant feeds back to them with support. Parents will also be supported via a phone call from a teacher to give them an overview of the topics that will be covered. If and where possible, children will also be provided with a device that will enable them to keep in touch with their peers during registration and also allow them to access elements of live teaching and receive 1:1 support with their work at home from a teacher or teaching assistant.