



Remote Learning

Information for parents

Author	N Wileman
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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.

Other scenarios that may lead to the provision of remote education include:

- occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government
- occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with an infectious illness.

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?

All children from Reception to Year 6 have access to Seesaw, individual passwords have been shared so that your child is able to access their journal. Family members are also able to access their child's Seesaw platform using the family link.

The seesaw app can be accessed via any mobile device, tablet or computer. If you do not have access to a device, you will need to inform the office so that the school can try to organise provisions for access.

On the first day of children being sent home from school, school staff will communicate with the children and parents to outline the plan for remote learning for all children. Any links and tasks will be sent by Seesaw. Children will be expected to engage with these materials from the first day of being sent home. Work can be completed by the child and then shared with the teacher so that it can be marked and feedback given.

On the second day of children being sent home, the remote learning strategy outlined within this document will begin and children will begin receiving their learning throughout the hours of the school day.

Families will be informed about who their point of contact is for remote learning purposes whilst they are home. This is more often going to be the class teacher.

Children in Nursery will not access Seesaw. A menu of practical activities will be shared with parents and families to complete at home. These can be found on the school website via 'home based learning'.

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 aim to teach the same curriculum remotely as we do in school, wherever this is possible and appropriate. However, we may need to make some adaptations to lessons in some subjects. For example, in PE, Art and Design and DT, children may not have access to all of the resources needed to follow the in-school sequence. In situations like

these, the school may need to adapt the planned intentions and continue these when returning to school.

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:

Primary school-aged pupils	<p>For children from Reception to Year 2, we set a minimum of 3 hours per day, as requested by the DFE. For children in Y3 – Y6, we will provide a minimum of 4 hours per day. This will be broken into the subjects taught within the planned school day with the parent or carer being responsible for when these are undertaken and how the time is planned out within their day.</p> <p>Learning will be set between the hours of 9am and 3pm. Dependent on pace of learning this may take some children much longer than 3 hours. We do not expect any child to be completing any more than 4.5 hours of remote learning each day as we understand that expecting young children to work from a screen for extended periods of time is not conducive to concentration, quality of learning and positive wellbeing.</p> <p>Work set will look different depending on age and need, for example, younger children may have tasks that are more practical and/or may be broken into smaller short burst activities.</p>
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Accessing remote education

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

The school will be using ‘Seesaw’ as an online platform for teachers to share curriculum learning and for children to complete the planned learning sequence. In addition to this,

children will also have access to the following online resources to support with their learning.

- Big Cat – Children have access to their online reading books where they can read their individual books, assigned by the teacher.
- TT Rockstars – Children can practise their time tables using the online app. This will also support with rapid recall of timetables.
- Century tech – Children in Y5 and Y6 have a personal log in to century tech which is a tool to practice previously taught concepts.

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. Wherever possible we encourage children to access their home learning digitally as the quality of what we can provide through this medium is much higher than a paper pack. However, we do recognise that not all families will have access to equipment or the internet to allow them to access the online learning or digital platforms or can but for a limited amount of time that will not ensure children will complete all the learning provided. Please contact school if accessing the work is proving difficult for you and we can discuss your options.

How will my child be taught remotely?

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

- Through the school online platforms – Seesaw
- Pre-recorded teaching – video recordings/audio made by the teacher to support the lesson
- Printed paper packs produced by the teacher.
- Reading material shared by the school or via an online platform.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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 all children to engage with remote education, whether this is online learning through the Seesaw platform or completing paper-based material provided by the school. The teacher will aim to maintain engagement through praise and encouragement and providing activities that are interesting and fun. Children in KS2 should be able to access

the tasks indepenetly but may need some support in staying engaged during this time. Lower down, children may need some support to access their learning and completing their tasks. Teachers are conscious of this when setting learning tasks. All teachers can be contacted between 8.30am and 3.30pm via Seesaw on remote learning days and can support children to complete their tasks.

We advise parents to set up a timetable with their child similar to that in school. Parents requiring support in planning out their child's work day at home may wish to speak to the child's class teacher in the first instance.

We ask that parents who require any support or advice, related to their child's learning please make contact with the class teacher via Seesaw. For children with a SEND need, the SENCO may be available to speak with you direct. There may be times where the teacher is also teaching and so please be mindful that contact may be before or after the school day.

The school have set up email addresses for each of the phase Assistant Headteachers, these are also a means of seeking support and advice by parents where needed.

jking@hillsborough.sheffield.sch.uk	Foundation Stage Assistant Headteacher
jking@hillsborough.sheffield.sch.uk	Years 1, 2 and 3 Assistant Headteacher
tminnis@hillsborough.sheffield.sch.uk	Years 4, 5 and 6 Assistant Headteacher
ekay@hillsborough.sheffield.sch.uk	_SENCO and Inclusion Assistant Headteacher

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

Where the class teacher is delivering remote learning only and it is completed through Seesaw, children's work will be checked and feedback given throughout the day.

Where an individual child is isolating and the teacher is providing in school learning as well as offering remote learning, they will endeavour to check learning at the end of the school day, offering some feedback to work completed.

For children accessing paper-based learning, these can be handed in at the office on a and the class teacher will mark the work. Feedback may then be offered through email, phone call or a Microsoft Teams on a weekly basis.

Children failing to engage with remote learning will be identified by the teacher and calls will be made home initially to find out the reasons and offer support and advice to enable the child to access remote learning. Where we see a continuing failure to engage in remote learning, EWO home visits may take place and further actions may be taken by the SLT.

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:

- **Teacher comments/clips.** These can be added to the seesaw activities when an activity has been shared with the class teacher. Clips/comments may be added following a completed task to share feedback
- **Phone call check ins.** Where a teacher is offering remote learning and is not in school, they may contact children/parents to speak with them about their learning.

Where the teacher is in school offering in school learning as well as remote learning, work will be checked at the end of the day and feedback given.

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:

- Provide personalized learning to support the targets on the child's support plans.
- Offer practical activities and additional resources, where necessary, alongside options to complete work via the online platform Seesaw.
- Adapt tasks so that they meet the different needs of individuals
- Share appropriate resources to ensure that all children can access their learning.
- Ensure communication between the family and SENCo/Class teacher to support with teaching strategies, resources and guidance.

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. Where a child is self-isolating but the class and teacher remains in school, the same learning sequence will be provided to the child for all core subjects and most foundation subjects. Where children may not have access to specific resources, e.g. PE, children

isolating may be required to complete a different or adapted task. Learning will be uploaded for the child in the morning and it will be checked and feedback given at the end of the day.

Please note: Parents choosing to keep their child home, who are not self-isolating or vulnerable, will not be provided with remote learning.