



**HODGE HILL**  
PRIMARY SCHOOL



*...putting children at the heart of all we  
think, say and do*

# PROVIDING REMOTE EDUCATION INFORMATION FOR PUPILS & PARENTS

July 2024

## **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.

If there is an avoidable school closure for some or all the children, teachers will move to whole class remote teaching and learning and will upload their weekly timetable to the Class Pages section of the website. Each day, resources will be provided for each lesson on the class pages.

We use 'live' lessons to mean that lessons may be pre-recorded, and which have an explanation provided by the class teacher. Lessons should include video content (which may be live or recorded) wherever possible. We are not insisting for teachers to deliver real-time lessons due to feedback from parents over being unable to access several devices in the same household at the same time. Instead, we will usually, provide pre-recorded lessons so pupils can access these at different times of the day when devices become available.

As well as the website pupils have access to their log in information for the range of school provided online learning platforms (Bug Club, Times Table Rock Stars).

As well as recording our own lessons, we will be using externally provided materials from nationally recognised sites such as White Rose, National Oak Academy and Little Sutton English Hub.

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

If Leaders have had prior notice that learning may be moving to remote provision, a notice letter will be sent with pupils alerting parents. An A4 exercise book with appropriate stationery will also be sent with each pupil.

On day 1 of remote education, teachers will contact families to check whether electronic provision is in place or whether paper packs are needed. Teachers will also check that pupils know how to access the remote provision and that they have all of the passwords that they need.

Welfare and Pastoral safeguarding checks will be carried out.

An overview of the planned learning for the week will be uploaded immediately onto the relevant year group page of the school website. This is within the context of the termly overview which is both sent to parents and is also uploaded onto the individual year group page.

All pupils will be able to access the full provision of education as this is planned weekly by staff as part of their planning, preparation and assessment time.

## 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, we acknowledge that not all pupils may have access to the manipulatives that we would use in school, therefore we have made the decision to teach Maths by focusing upon those aspects which do not heavily rely upon such resources. Equally, for other aspects of the curriculum, we teach the same topic areas that had been planned, but we have taken a knowledge-based approach with the understanding that we will teach pupils to apply these skills once school is open again.

Over the course of the week and the period of remote education, teachers will ensure that there is a broad and balanced curriculum covering the whole curriculum to which pupils are entitled.

## 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	<b>3 hours- 4 hours</b> this time includes: pre-recorded video lessons from our teachers, recorded lesson links, practical activities, physical activities, non-computer-based play activity suggestions, phonics activities as well as tasks set on online platforms. We do not require children to be using a screen for all this time. We have built in break times and lunch to mirror a traditional day.
Key Stage 1	<b>3 hours – 4 hours</b> this time includes: pre-recorded video lessons from our teachers, recorded lesson links, practical activities, physical activities, daily reading, phonics and times tables activities as well as tasks set on online platforms. This should be spaced out to suit the individual child and family circumstances. We do not require children to be using a screen for all this time. We have built in break times and lunch to mirror a traditional day.
Key Stage 2	<b>4 hours – 4.5 hours</b> this time includes: pre-recorded video lessons from our teachers, recorded lesson links, practical activities, physical activities, daily reading and times tables activities as well as tasks set on online platforms. This should be spaced out to suit the individual child and family circumstances. We do not require children to be using a screen for all this time. We have built in break times and lunch to mirror a traditional day.

If pupils are unable to complete the learning tasks they are set, then they (or parents/carers on their behalf) should discuss this with the class teacher by contacting the teacher via the contact form on the school website under the relevant year group page. This includes all username and password requests.

We understand that pupils may not be able to complete all the learning set for the day every day and teachers will use their discretion when monitoring learning and if necessary, have conversations with the pupil and their parents to offer help and support.

Pupils who are unwell are not required to complete learning, but parents must notify school of the illness.

## Accessing remote education

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

Accessing the school's website at [www.hodgehillprimary.bham.sch.uk](http://www.hodgehillprimary.bham.sch.uk) and navigating to the individual year group page. The week's schedule will be accessed here as will all links to externally produced resources. For some sites, individual usernames and passwords will be needed.

Hodge Hill Primary YouTube channel – this is accessed through either downloading the YouTube app or [www.youtube.com](http://www.youtube.com) and searching for Hodgehillprimary

### 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:

If the school has been allocated with laptops either through the DfE or other charities such as Business2schools or private individual's, the national guidance for supporting disadvantaged and vulnerable pupils will be applied.

Parents should contact the school or discuss barriers in accessing remote learning with staff during the weekly welfare call. Parents are also able to email the school via the [enquiry@hodgehill.create.org.uk](mailto:enquiry@hodgehill.create.org.uk)

The school does at times, receive sim cards from private telecommunications companies which can be passed onto parents; however, parents are advised to read the terms and conditions of these offers carefully as they may also expect parents to adopt longer time constrained contracts with additional expense.

Another option is for the school to order 4G routers via the DfE. The school is supported by Create Partnership Trust in doing this. Parents should contact the school to request this support.

Printed packs are available for collection from school. Parents need to request a printed pack and an appointment for collection will be arranged. In some circumstances printed packs will be delivered or posted subject to conditions.

To return completed work to the teacher, the school is working diligently with Create Partnership Trust in facilitating an online learning platform. Extensive work is also taking place ensuring the school has access to the suite of products available through Microsoft 365-which includes Teams.

Completed work can be either posted back to school for the attention of the teacher, handed back into school or returned via email addressed to the year group teachers.

Welfare calls are also used to discuss work completed and pre-recorded videos are uploaded to provide answers and explanations.

### How will my child be taught remotely?

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

- live teaching (pre-recorded lessons delivered by class teacher)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- teaching through nationally recognised websites supporting the teaching of specific subjects or areas, including video clips or sequences (e.g. National Oak Academy)
- recognised intervention programmes such as Third Space learning

## 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 recognise that remote learning is a challenge for everyone, and we want to support pupils, parents and families to the best of our ability. We are fortunate as our parental community willingly support children's learning at home as our community values education. To ensure that no learning time is lost, and your child continues to make progress we ask that you support us with the following:

#### Pupils' engagement with remote education

In circumstances where pupils are struggling to engage with their learning, we ask parents/carers to contact the school and seek support. If a child is not attending the site and we know that the child has access to a device, school will be calling to discuss poor engagement or poor work completion. Tell us beforehand and we will be able to put into place appropriate support.

#### Parental support

We know parents/ carers are willing to support their child to engage in school's daily activities. The best way you can support your child is by:

- keeping a good home routine for bedtime and getting up in the morning,
- wake your child at a usual school time, get them dressed and ready for school by 9am.
- support your child to follow the timetables. For younger children, parents may need to support them to log in to real-time lessons at the correct time.
- speak to a member of staff by contacting school if you feel that the learning needs adapting or changing for your child, or you are having trouble accessing anything.

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

- when work is submitted, feedback will be provided within 24 hours
- engagement with online learning websites will be checked weekly where these have been provided as part of the learning
- staff will be making phone calls to pupils without access to devices to ensure that they are accessing the paper-based tasks they have been set.
- where we are concerned about a pupil's lack of completion of work, we will make phone calls home to offer help and support to parents.
- if there are any safeguarding concerns raised, this is then reported to a Designated Safeguarding Lead and a home visit to the family may be completed.
- where pupils have been identified as not accessing remote education despite having a device and internet available to them, the school will consider arranging for the child to attend school under the vulnerable child not accessing education category.

## **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 pupils. 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:

- progress and attainment will be assessed using a weekly quiz which will test their spelling, times tables knowledge and curriculum understanding. The outcomes of this quiz will be collected either via email return or during the welfare call. This will enable the teacher to support any misconceptions or misunderstandings
- progress and attainment will also be measured through the weekly phone calls.
- when work is submitted, pupils will receive feedback within 24 hours.

## **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:

The SEND team will speak with parents of pupils with SEND to agree an appropriate approach to deliver remote education where the child has an EHCP, in the process of application for an EHCP or receives specific intervention from both external and internal agencies.

A member of the Medical Team will contact the parents of pupils with a specific need relating to a known medical condition. These pupils will be usually supported by a medical risk assessment and/or medical plan.

A member of the Pastoral Team will contact parents of pupils with specific need relating to social, emotional, mental health and will arrange individualised support. Our Pastoral Team may also be contacted by parents during the welfare call or by emailing or telephoning the school.

Our Pastoral Team are trained in a range of specific interventions which support emotional and mental well-being.

Individual provision will be agreed which may involve access to specific teaching on site and/or interaction with external agencies such as SaLT.

Where parents have concerns, they are signposted to contact the SENDCo directly. Our SENDCo is Mrs. O'Rourke.

## **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?**

If the pupil is isolating, the remote education provision is given directly to that pupil. This consists of a paper pack and/or directions to access learning through nationally recognised providers, such as National Oak Academy. Stationery packs are also provided by the school. Work must be submitted via the email system and feedback will be provided within 24 hours. Additionally, teachers will conduct weekly phone calls after an initial first day call which will check that the pupil knows how and is able to access the remote learning provision.

If the pupil is isolating because they are unwell, they are not expected to participate in remote learning.

### **Keeping my child safe online**

The school will only use school produced or sector recognised material when using resources online. On occasion, pupils may have access to communication with each other via the teacher. On occasion, pupils may have access to a chat function with the teacher. Before such occasions are provided by school, we will ensure the pupils are fully aware of our expectations, but it is very important, that should a pupil or parent become concerned or anxious about anything while accessing remote learning, you contact the school immediately to raise the concern. Safeguarding our children is paramount to us.

Pupils and Parents are also able to report any concerns to the Child Exploitation and Online Protection Command or CEOP. CEOP is a command of the UK's National Crime Agency which is tasked to work nationally and internationally to bring online child sex offenders to the UK courts. If you are concerned that your child may be at risk, CEOP can be contacted at [www.ceop.police.uk](http://www.ceop.police.uk)

The school is always here to listen to your concerns.

### **Finally...**

We recognise remote education is not the norm in terms of usual education provision. Not only does it have an impact upon the individual child, but it will also have an impact upon all of the children and young people in the family including those accessing education at secondary, post 16 and higher education provision. It will also have an impact upon the usual routines of parents and carers. Families may find that their usual household routines are interrupted and changed.

We are a self-improving school and are always interested in developing and improving our provision. Regularly we will ask for feedback from our pupils, parents and staff and we thank you in advance for your engagement.

However, the school is passionate in its mission ...putting children at the heart of all we think, say and do and we are here to serve the children and families of our community. It is important that we continue to communicate with each other and that we do not become isolated or remote from each other.