# Remote education provision:

# information for parents and carers

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from the remote education provided by Old Hutton School.

This provision will be in place when national or local restrictions require a school closure to all but children classed by the school as vulnerable and the children of critical worker parents who cannot provide for their children at home. This also applies to classes (or bubbles) having to remain at home.

For details of what to expect from remote education when individual pupils are self-isolating at home, please see the final section of this document.

Please note that this document may be updated from time to time as the school continues to review and refine its provision as a result of changes to guidance, training on best practice and feedback from pupils, staff, parents and carers.

## Background to the development of home-learning opportunities:

At Old Hutton Primary School, we see our remote education system as something which adds significant value to our holistic education provision and is not just an add-on for use during closures or isolations.

We started to develop online home-school blended learning opportunities in 2015. The school enrolled onto **Google's G-Suite**, purchased our first set of Chromebooks and launched Google Classroom, initially to Key Stage 2 pupils. By 2020, all year groups were using Google Classroom in school on a regular basis and starting to engage with it at home.

Alongside Google Classroom, in 2017 we introduced **Tapestry** as an online Learning Journal to enhance home-school learning and communication for our EYFS pupils and families.

The school has now developed a home-loan scheme for **Chromebooks** to complement the in-school provision. In the event of a closure of class bubbles or the whole school, or pupils needing to isolate at home, our staff team have the expertise and routines in place to ensure home-learning opportunities are made available at very short notice.

In order to share best practice and continue to build skills and refine our provision, we are linked with Brough Primary, a national Google Educator and EdTech lead school.

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

Lessons will be available as soon as possible during the first day of a period of remote education for the whole school or bubble/s, although this will depend on the timing and amount of notice given. By the end of the first week, most lessons and a full curriculum should be being taught.

**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?**

- Yes - we teach the same curriculum remotely as we do in school, with class timetables to be followed at home which mirror the usual school versions and lessons using our usual planning for the term.

- Timings of English and Maths lessons are usually the same as on a normal school day.

- Science and other curriculum subjects are usually taught in the afternoons.

- We utilise our usual external expert staff to help us teach Music and PE (Sports fitness and Dance) online.

- All of this is delivered through Google Classroom, using the assignments feature.

- Our Spiritual Space on Google Classroom provides access to our daily Collective Worship (including posts by Rev Angela and Rev Craig) and activities focussed on supporting everyone's wellbeing.

## Remote teaching and study time each day

**How long can I expect work set by the school to take my child each day?**

Following Government requirements (as set out in the DfE document, 'Restricting attendance during the national lockdown: schools' Jan 2021), we expect that remote education - including remote teaching and independent work - will take pupils broadly the following number of hours each day:

| EYFS | Up to 3 hours |
|---|---|
| Key Stage 1 | A  minimum of 3 hours |
| Key Stage 2 | A  minimum of 4 hours |

# Accessing remote education

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

All lessons are taught using the **Google platform**. In addition, for our EYFS pupils, **Tapestry** is also used for pupils and families to share, celebrate and receive feedback on work.

All pupils have access via their own log-in to their own class on Google Classroom. Here they can find assignments set for them, with the information and instructions they will need for their learning and they can interact with their classmates and the teaching and learning team.  We use Google Meet to support online learning, with teaching and teaching assistant staff available via this facility to help support and encourage pupils and also answer any parent/carer questions during the taught lesson times (as shown on the class timetables). We have a multimedia, blended learning approach to teaching online and resources we might utilise include:

- Google Meet.
- Google Docs, Forms and Slides.
- Appropriate YouTube videos to act as lesson starters, learning aids or to provide inspiration and ideas.
- Links to websites that are all checked and approved for use (e.g. Oak Academy, BBC).
- Programming apps for Computing lessons.
- Our subscription-based websites, some of which are also used to set assessed tasks: SPAG.com, Maths.co.uk. Mathletics, Phonics Play, Discovery Education, Purple Mash, Charanga.

## If my child does not have digital or online access at home, or finds it difficult to use, 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 these pupils to access remote education:

- Staff will be in **regular contact** from the start of any closure or isolation period with all affected families to determine any needs/ barriers to remote education and discuss the best next steps to help, based on individual circumstances.

- Pupils may apply for **a Chromebook to lease from school**, subject to an agreed contract between school and home. These are currently (Jan 2021) in limited supply, but more devices are on order to arrive during Spring 2021.

- In the event that a child may not have access to internet at home we can apply for **data sim cards and/or routers** to help overcome this.

- Pupils who have/continue to have significant issues with accessing online learning may, depending on circumstances at home, capacity in school and current restrictions/guidance, be able to be classed as vulnerable and **offered a place in school**.

- Parents and carers have received a **written guide** outlining the key features of Google Classroom and how to overcome some common problems. A **'How-To' video** has been created to aid pupils to navigate the platform, submit and complete work. Further help guides/videos are being created as needed. These can be found in the class information area of each online classroom. If there are other issues, school can be contacted for further support via the school office.

- All pupils have access to **study/resource packs** which include blank study/exercise books in which work can be recorded and other practical resources to support their learning, differentiated as needed between year groups. These are collected from school as the whole school/bubble closes or pupils self-isolate.

- Other **workbooks/materials** may be available from school if/as teachers decide these would be appropriate.

## How will my child be taught remotely?

The **curriculum** is the same as that followed in 'normal' school, so lessons are sequenced to enable progression in knowledge and skills and follow our long-term planning for each subject; these documents can be seen in the class information areas on Google Classroom.

We use a variety of approaches to allow pupils to continue to make progress, with the aim being **a mix of time spent online and time away from screens** in practical, written/paper-based or physical activities. Lessons are definitely not online every day, all day.

Provision is based around **a daily/weekly timetable** for each class which is shared in the Class information area in each online classroom. Pupils are encouraged to complete all of the tasks set each day. This is a recommended structure and routine we encourage to aid organisation of learning, but does not need to be followed strictly if this is not possible – we understand that structures and approaches may differ for each family. Provision will aim to meet a range of different pupils' learning styles, needs and home situations. There will be a mix of new content, practice and revision of prior learning and catch-up. We promote talk with adults and siblings at home, as well as interacting with staff and classmates remotely as part of the learning process.

Daily **lessons are presented/taught on Google Classroom** using a combination of the online resources listed above. Each class has its own plan and each teacher their own online pedagogy, so there will be some differences between them, as outlined below. Provision is

discussed frequently in team meetings, where tips and advice are shared and is supported by continuing professional development for all staff, including our work with other schools.

Utilising the **practical resource packs** we send home, we encourage all pupils daily to read and to write and practise Maths and other subjects in the books provided.

Our class timetables include **regular breaks** and lunchtimes; we encourage all pupils to have **daily exercise** and fresh air.

We provide opportunities which we hope will support pupils' (and family) **spiritual and mental health and wellbeing**, including collective worship; most of this is available via our special **Spiritual Space** on Google Classroom, which is accessible by all pupils and families.

**In EYFS (Class 1)**, resources are posted daily in our Google Classroom with a member of teaching staff on hand to offer support every day. There are individual sessions for reading, phonics and numeracy skills with staff on Google Meet. We ask parents to help pupils access their assignments and liaise with staff if they have questions or require more support. Teachers provide play ideas to aid pupils' learning during lessons. Also, teachers set weekly or fortnightly 'Rainbow Challenges' to meet pupils' next steps or practise skills e.g. acting out a story or practising cutting skills. Tapestry is also used as an online Learning Journey, where work and home-learning can be shared with staff, celebrated and feedback given.

**In KS1 (Class 2),** lessons and resources are posted daily in our Google Classroom as an assignment each morning, with support offered from our teaching team throughout the school day. They follow the structure of the weekly timetable (available to view in the Class 2 information area) and provide lessons and activities across the whole curriculum, including weekly Forest Schools. Daily, there are usually sessions in Phonics, Reading, Handwriting, English and Maths, plus at least one lesson from the wider/foundation curriculum (Science, PE, RE, wellbeing, Geography, History, Art, Design Technology, Computing, Music).

**In KS2 (Classes 3 & 4),** all mornings start with a reading task.  We then usually have an English lesson, followed by a break and a Maths lesson.  All teaching staff are on hand to offer support every day during school hours.  Each assignment has detailed lesson descriptions on our Google Classroom – this remains available after the daily lessons for those who choose to engage at other times. All teaching is backed up with assignments, set for each core lesson - utilising a mix of Google Docs, Slides, Forms or Draw, together with multimedia resources, including YouTube videos and website links, practical tasks and paper-based work.  This is mirrored in the afternoon with one or two similar foundation curriculum lessons.

It is important for all pupils in each class to be able to interact with staff and their friends on **Google Meet** regularly, so teachers ensure this is done at least twice a week, or more,

depending on the classes. This supports wellbeing and also allows us to see the pupils and covers aspects of safeguarding requirements.

## 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?

Because of our quality online learning and our strong communication links with home, we are satisfied that we provide a system that is accessible to all pupils and families. The older pupils will know they are expected to be online every day via Google Classroom when accessing their home-based education. We do ask parents of younger children (EYFS and KS1 children) to read through the assignments with their children, although staff are on hand through the classroom chat and Google Meet to assist them during school hours (timetabled by each class). What we specifically would like parents to do is:

- Provide a **quiet space** for children to work.
- Set **clear routines** for the day, where possible following the class timetable.
- Ensure they are **up and ready** in time for lessons each morning, wherever possible.
- Ensure their **home learning device** is available and charged and they have access to any resources they need.
- If not being supported, **check in on them** during lesson times and get them to show you the work they are completing. Take an interest and share in the learning whenever you can.
- **Monitor use of online learning** as best you can, ensuring the **Google Classroom Pupil Use Agreement** is read and followed and only websites recommended by teachers are visited.
- Make sure children utilise their **break and after-school times** to spend some quality family time together, get fresh air, exercise and take a mental break, including time away from screens.
- Make sure you are all getting **regular healthy meals** and encourage **good sleep** routines.

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

It is a Government expectation for schools to check that all pupils are engaging with their remote education and to contact parents to address this if they have any concerns.

At Old Hutton, we are realistic in our expectations. We know that the vast majority of our parents and carers are not trained teachers and that we cannot expect home to be just like

school; we understand that our timetables, activity or assignment requirements, times for Google Meets etc do not always fit into the current challenges of your work/life routines at home; and we realise that it can be difficult to get children to engage with and complete work at times.  We therefore aim to work supportively and closely with all families to do everything we can to help you and our children to get the best they can from remote learning, until they are able to return to full-time school again.

Staff will be making **regular phone calls home** (usually fortnightly) to keep in touch with all our families and help provide any advice or support you need; this includes regular sharing of information about how pupils are engaging.

Staff collate **information on engagement** via daily attendance in our online classrooms and levels of work completed. We have a fantastic two-way online platform and therefore, checks can be made through multiple methods:

- We will monitor **pupil comments and interaction on Google Classroom** – even if it is something as simple as a 'Good morning,' on the stream chat.
- We will check for **work being completed** thoroughly and 'Turned in' on assignments (or for EYFS, shared on Tapestry).
- We are keen to see and interact with **pupils on Google Meets**; for safeguarding purposes and to encourage peer interaction, we like to see each pupil regularly throughout the week.

All of this attendance and engagement information is compiled and discussed during regular staff meetings and any concerns raised.

We will then individually contact (via phone call and/or by email or text if needed) the very few families where children fail to engage with their work regularly and are becoming a concern. We will work with you to aim to improve the situation as soon as possible.

## How will you assess my child's work and progress?

Assessment and feedback can take many forms. Our approach to assessing and feeding back how pupils are progressing in their work is as follows:

**Formative (ongoing) assessment:**

Assignments are mostly returned with feedback, especially when we use the Google suite of apps to set them.  Google Docs can all have comments on them and Maths work can be numerically graded.  We encourage pupils, especially younger children, to post pictures of

work completed in books or elsewhere. We can give verbal feedback through the use of the 'Mote' app, where pupils will hear comments from their teachers about their work in the form of a voice message.

We can replicate the assessment for learning approaches we use in our normal classrooms using Google Meet, to take and give instant feedback on learning and understanding. We also do this using comments on the stream chat in Google Classroom and under each class assignment. Pupils are good at asking questions here, expressing their level of understanding and asking for clarification and assistance.

**Summative assessment:**

We use subscription-based learning and assessment apps to help assess progress levels in English and Maths: SPAG.com, Phonics Play, Mathletics and Maths.co.uk. Class 4 pupils may be given past SATs papers. Reading and Phonics progress can also be assessed via targeted Google Meets and recorded videos of pupils reading. Writing is assessed against the teaching assessment frameworks, based on typed pieces of work completed online or uploaded pieces. Teachers may also set other assessments (e.g. an independent activity, quiz or test) appropriate for their class/subject at the end of unit of work. Our long-term planning and assessment documents will be used by teachers to assess completed work for progress across the whole curriculum at the end of a term or unit of work and this will feed in to individual pupil and class records and our whole-school assessment system. Assessments of progress made in remote learning will also take place on pupils' return to 'normal' school.

**Feedback** is given regularly throughout the week and in the following forms:
- Verbally during Google Meets.
- In message form on Google Classroom.
- Comments (both verbal and written) on work turned in through Google Classroom.
- Through updates to individual pupils' Writing and Maths targets.
- Upon completion of assignments on our subscription-based learning and assessment apps.
- Upon completion of other specific assessments set by teachers, via comments on these.
- For EYFS pupils, written comments on Tapestry.
- Verbally to parents/carers in regular phone calls home.
- Verbally to parents/carers in termly parents' consultation phone calls (parents evenings).

## 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 appreciate that for some pupils with special educational needs and disabilities (SEND), the ability to access remote education without support from adults at home may be challenging. Acknowledging this, we will work with parents and carers to support those pupils with the following approaches and methods:

- During full school closures, depending on restrictions/guidance and staff capacity, we offer SEND pupils with an Education and Health Care Plan (EHCP) or Early Help application in place, the opportunity to **learn in school**, where they can access additional support to meet their needs (e.g. 1:1 support from a Teaching Assistant).
- If your child has an EHCP but you would prefer or need (e.g. for health/shielding reasons) your child to be cared for at home and access remote education, a **plan of additional provision** will be made between yourself and your child's educational team (1:1 TA/s, Class Teacher, SENCo and Educational Specialists, if applicable). We will support you through weekly phone calls home, additional resources and bespoke learning pack(s), depending on needs.
- Pupils on the SEND register with mild learning difficulties are supported through **differentiated assignments and online support** via Google Classroom. Your Class Teacher may also offer additional strategies/resources to help you support your child's particular needs. In some cases, during full school closures, these pupils may be classed by the school as vulnerable and able to be offered a place in school, depending on needs and restrictions/capacity.
- All Children with an EHCP will receive an **individual risk assessment** which is conducted in consultation with parents, outlining the measures we are following to safeguard your child and their educational provision (for remote learning or in-school). Progress will be monitored by the SENCo.

# 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?

Due to our well-established Google Classroom and Tapestry systems, we can ensure that pupils self-isolating whilst the school remains open are given, as far as possible, the same learning opportunities as all those described above.  If a pupil has to be collected from school, we quickly assemble learning packs required and ensure they have access to a device at home. For pupils who are kept off school because of self-isolation, either parents or staff – whichever is the safest and most practical – will ensure devices (if required) and learning packs are dropped off as soon as possible.

We aim that from lunchtime on the first day of isolation, teachers will ensure lesson resources are available on Google Classroom for pupils to access their learning remotely.

# Safeguarding and online safety

## How do you help to keep my child safe when accessing remote education online?

Safeguarding pupils is our priority and we have clear, agreed **policies and procedures** in place to help keep everyone safe when we are working online from home. We need to work in close partnership with parents and carers to communicate and promote these.

Online safety is and has always been a key part of our Computing **curriculum** and our work in school with all pupils in teaching and learning about health and safety.

Our Google Classroom and Tapestry platforms are **secure sites** only accessible by Old Hutton School log-ins.

We have worked with our pupils and staff to create a Google **Classroom Pupil Use Agreement** which makes clear our expectations for responsibilities, safety and respect when using Google Classroom and other websites online. All pupils and parents must read and adhere to this agreement, which is available in the class information areas in each online classroom and on our school website.

We also have a **Staff ICT Use Agreement**, which is followed by all staff and includes protocols for safe staff use of Google Classroom and Tapestry.

Our use agreements include advice about **monitoring your child's use of online learning** and restricting your child from going on any websites other than the ones we direct them to. Visiting sites not recommended by us may cause safeguarding issues or could lead to devices become infected with viruses. If using a school-loaned Chromebook, it has been specially set up for school work and should only be used for this; the device has an admin panel which enables staff to check log-in times and has a record of all sites visited.

We direct parents and staff to the CEOP website www.ceop.police.uk/safety-centre/ for advice or reporting anything which may make you feel worried or unsafe online.

For parents, you can find lots of useful information on the Thinkyouknow website about how to make good use of the internet while staying in control: www.thinkyouknow.co.uk . The National Online Safety website at www.nationalonlinesafety.com also has a series of Parent Guides (e.g. for smartphones, TikTok, Minecraft) which are very helpful for keeping up to speed with the latest trends and providing safety tips and advice.

The above advice, documents and sites are all referred to as part of our school policy for online safety, which can be found on the school website.

## More information

For **all enquiries** about the school's online learning provision please contact the head teacher, Andrea Walker; assistant head teacher, Fiona Hadwin; or the school Computing and Google Classroom lead, Katie Brown, via admin@oldhutton.cumbria.sch.uk.

Please access our school website (Curriculum page) for specific information about our **curriculum offer**.

For our **Google Classroom information and advice** document/s and helpful video/s on how to navigate and troubleshoot the platform, please see our school website (Information page), the class Information areas of each online classroom, or ask via the email address above.

*KB/AMW, 25.1.21*