

HIGH FIRS PRIMARY SCHOOL

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents / carers about what to expect from remote education where national or local restrictions require entire classes (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 document.*

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

This will partly depend on how much notice is given for the closure and the circumstances in which this has been necessitated. However, remote education will be provided for children from day one of children being sent home. This may constitute:

- Paper-based learning / workbooks which has been sent home with the children.
- Online broad tasks similar to our “learning log” approach.
- A full remote learning package as per our longer term approach.

The approach we need to take will be communicated to parents.

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 will teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make adaptations in some subjects as some topic areas will be better suited to being taught in school rather than at home, or because online resourcing is more readily available. For example, PE, Art and DT tasks will be tailored to allow for them to be achieved more easily within the home environment, using readily available resources which are available to all. Where this is the case, the long-term plan for pupils will be adjusted to ensure that they do not miss out on subject coverage overall.

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

During a ‘Temporary Continuity Direction’(TCD) from the Government, remote learning is required to be equivalent in length to the core teaching that our children would receive in school:

Key Stage 1: 3 hours a day, on average across the cohort, with less for younger children

Key Stage 2: 4 hours a day

How will my child be taught remotely?

- The planned learning will follow the curriculum plans for each year group and will build on the required knowledge and skills needed for the children to make progress.
- Learning tasks will be set daily and will be uploaded onto the school website, on the relevant class pages. The learning can then be accessed at home.
- For children who do not have access to technology, printed paper copies of the daily learning are available for families to collect from the school office each day.

- Teachers may use a variety of online recorded teaching video resources, including those provided by the Oak National Academy, White Rose Maths and BBC Bitesize, as well as other resources identified by the teachers or curriculum leaders. Teachers may also use their own recorded video lessons.
- Other educational websites supporting the teaching of specific subjects or areas, may also be used - these may include video clips or sequences to support the children's learning.
- Reception and KS1 children may require higher levels of parental support for them to fully engage in the learning that is set, so a mixture of digital learning, practical and paper-based tasks will be set.
- SEND pupils and their families will be supported with their remote learning, through adjusting the learning and identifying learning appropriate to their needs.
- Teachers will outline the explanations for their daily learning via their class page. These will be supplemented by identified additional video resources, as stated above. Some of these explanations will be recorded by the class teacher, followed up by interaction with the tasks by the children and feedback.
- Short presentations or modelling of new content may then be followed by specific exercises, linked tasks or retrieval of information practice.
- Internet research activities may be offered and they will be linked to the day's learning.
- Focus on practising and developing existing skills and knowledge is very important too - the children can practise things such as handwriting, times tables and simple arithmetic.
- Schools are not expected to provide live lessons for pupils. In our school, this would not be a practical solution as teachers also have full-time teaching commitments for those children who are eligible to attend school in person. We also recognise that not all our families have access to technology and so this would be prohibitive to their learning. Our approach also enables families to manage learning tasks and timings as best suits them, rather than requiring timed attendance.
- Class teachers remain responsible for planning lessons and responding to children's learning. In the event that class teachers are unable to undertake this, senior leaders will make cover arrangements as appropriate so that remote learning can continue.

**How will my child access any online remote education you are providing?
What if my child does not have access to the internet and/or a laptop?**

Learning tasks will be set daily and will be uploaded onto the school website, on the relevant class pages and parents are invited to return learning by email. However, we fully recognise that some children may not have suitable online access at home or a laptop (or similar technology) they can use. We therefore also take the following approaches to support these pupils to access remote education:

- A request can be made for the learning to be printed off daily in school, by the office staff who are on site, ready for parents to collect after 10am each day. In exceptional circumstances staff will deliver the learning to the family home or post it, according to need.
- Learning can also be returned by families to school via the office 'drop-box'. Class teachers will assess the completed learning and respond to the children accordingly.
- On request, the school can apply for government assistance to help support increasing mobile data allowances for parents of disadvantaged children, if remote access is a concern. If increasing mobile data isn't a suitable option for some children, the school can also request

4G wireless routers. At present (Jan 2021) both aspects of this government support is limited to children in Year 3 and above.

- A small supply of laptops will be available to loan to designated families that meet the criteria to receive them. Other school devices may be loaned too if available.
- Parents can e-mail office@high-firs.kent.sch.uk or telephone 01322 669721 for further information and support.
- There is not an expectation for children's learning to be presented using a laptop or similar technology.

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

- The learning set each day reflects the timings that the children are expected to engage with their remote learning, as set out in the Government guidance (see previous information). We fully understand that individual families will differ in their approaches to what time they complete the remote learning each day but the government expectation is that the children will work on the tasks at some point every day for this amount of time in total. Parents can support by agreeing a timetable and setting routines for the day with their children.
- If parents (or children) have any queries regarding their child's learning they are invited to email their child's class teacher.
- Learning should be returned to class teachers at regular intervals, via the class e-mail address, or dropped off at school on paper or in books.
- We will continue communicating and working with parents, without putting an unreasonable burden on them, in order to support home learning.
- To make it more engaging, we make sure different types of tasks and activities are alternated and rewards and incentives, such as housepoints and 'special mentions' in the weekly newsletter, are built in too. This engagement fully includes them in the school community.

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

- Daily checks during the school week are made by the teachers of class e-mails and dropped-off learning. This will show which of the children are engaging in their learning. Teachers at our school have a full-time teaching commitment in the classroom too, so will respond to e-mails when time is available during the day.
- Solutions will be looked at to address where lack of engagement is a concern.
- Class teachers will continue with 'keeping in touch' calls to families, where parents and children can relay their learning concerns and also share any other concerns they may have, including supporting well-being needs. Calls may also be made by other class staff, SLT, our Family Worker or administration staff.
- Concerns will be recorded and the SLT will be alerted. In the event of a self/class bubble isolation, communication will be via email. If there has been no communication from either a parent or child after 3 days of the lockdown/self-isolation period starting, we will contact the parents, firstly by text, then e-mail and phone call. This will generally be done by the class teacher in the first instance.

- Vulnerable pupils who are not in school will be contacted weekly - these are CP/EHCP/ other identified pupils. This may be done firstly by the class teacher and if necessary, by the SENCO/HT or Family worker.

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

- Parents are requested to submit their child's learning to their class teacher for feedback on a timely basis. This can be by email or in paper form.
- Feedback can take many forms and may not always mean extensive written comments for individual children, particularly in our younger age groups. For example, some answers may be given to tasks, so the children can check their own understanding.
- All learning submitted will be acknowledged by the class teacher.
- Timely feedback will be given on the learning, especially in English and Maths, on an individual basis and this will be age appropriate.
- Questions will be used for the children to reflect on their learning.
- Timely returns of learning will enable teachers to respond to the children's needs and change their future planning and practice based on these assessments.

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 those pupils with Special Educational Needs and Disabilities (SEND), may not be able to fully 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 these pupils. This may be by:

- Providing additional technology support where this is already made available to identified children in school.
- Frequent contact between school and parents.
- Allowing for differentiation of class tasks / curriculum in line with normal in-class practices.
- Recognising that SEND Children may have additional pastoral and/or emotional needs during this time.
- Signposting additional resources.
- Continuing to support IEPs and EHCPs.
- Continuing to work with external support for children with SEND; eg – Ed Psych / LIFT / SALT.

Remote education for individual pupils who are self-isolating

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will often differ from the approach for whole groups. This is due to the continued challenges for our teachers of teaching pupils both at home and in school. This will also be affected by:

- the length of absence
- whether the child is symptomatic

In the first instance, all classes will post on the school website for each half-term a set of learning tasks which broadly cover the class curriculum objectives for the term. Children can complete these

for the first day or two of any absence. If children are then absent for a longer period, class teachers may, depending on individual circumstances,:

- email learning tasks each day
- post learning on the website each day
- make printed copies available from the office each day

The method taken will be communicated with parents. As per our whole class closures, learning should be returned to the class teacher by email or dropped off at school in order that feedback can be given. Learning will follow the same planned curriculum as the children who are in school in order to ensure that the child is able to return to class in line with their peers.

Any questions? / Help!

These are difficult times for everyone. Parents are encouraged to discuss any concerns regarding their child's remote learning with class teachers or other school staff. It is important to know that parents are NOT being judged for their teaching abilities and that school staff remain available to support the children at home.

Published: 25.1.2021