Remote education provision at Holyport CE Primary School: 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.

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?

We are set up for remote learning from day one. The remote learning timetable is available to view and download all the necessary resources on the class pages of our school website. https://www.holyportprimaryschool.co.uk/class-pages-1/

The timetables contain lesson outlines and key questions to follow at home. Any supplementary worksheet, PowerPoints or information to go with these are also arranged in separate sections for each week of learning, with the week beginning date at the top. (WB)

Seesaw or Tapestry are used for daily contact and for uploading the teacher input videos which are labelled on the timetable plan on the class page.

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, there are PE videos recorded by our PE team called 'keeping active' to replace some PE lessons. We recognise that the facilities at home will be different e.g. specialist science equipment e.g. thermometers, measuring cylinders, equipment for science experiments.
- Where we will be reading and discussing our key texts in school we have made audio recordings for the children at home to listen to.
- For some art and music lessons we have made adaptations to the timetable – in art we have provided alternative lessons if parents cannot source the art mediums we are using in school.
- In music lessons have been adapted from using tuned or percussion instruments to things that could be available at home and having more of a focus on appraising music and understanding musical notation.

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	In KS2 we have provided up to 4- 5 hours per day, this includes 4 lessons per day and time spent practicing times table recall on TTRockstars and reading for 20 minutes 4 times a week. In EYFS/KS1 we have provided 3 - 5 hours per day, this includes 3 - 4 lessons per day and time spent practicing phonics (KS1/EYFS) and number facts (such as TTR)

Accessing remote education

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

Parents and children can access the online remote learning through the class pages of the school website. https://www.holyportprimaryschool.co.uk/class-pages-1/

The weekly timetables, resources and support materials are uploaded here at the end of the week in preparation for the following week's work.

In addition to this, teachers post a Maths, English and foundation subject video each day on Seesaw. (This includes a year group specific Maths video) so that every child has input for 3 of the four lessons each day. In addition to this links to videos from White Rose (our Maths scheme) or other public sites are posted to support the daily Maths lesson.

Children/parents are requested to post photos, work and videos back to their class teacher each day using the Seesaw app for feedback and marking.

Seesaw is a digital platform that we use to share work between school and home and a way of teachers sharing learning in the classroom. As part of our remote learning, teachers will be uploading tasks for pupils to complete. There is a useful Seesaw Parent Guide that can help parents understand how the site works.

Seesaw is also used as a way for pupils to request help from their teachers and if necessary the teachers will follow up with a phonecall.

We use the following online resources, which the school has paid for your access to and work is set on these platforms in addition:

- Mathletics https://login.mathletics.com/
- Language Nut
- TimesTables Rockstars – https://play.ttrockstars.com/auth/school/student

  Specific sets and battles between year group and classes is arranged by the school to keep the use of TTR fresh and fun for everyone, in addition to the daily practice each child can have on 'studio' etc
- Phonics Play You may log in with the following details: username: jan21 password: home

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:

- We can lend a limited number of laptops to pupils and a parent/carer can request a device by first discussing their needs and current situation with Mrs Gresswell or Mrs Featherstone.
- The parent will then be required to sign a loan agreement before the device is released. This is not a financial agreement but agreeing to the rules of loaning the device.
- Should internet access be the issue, the school will follow the Government advice on how to access this facility on behalf of the family.
- Pupils can request the week's work to be printed for them and collect from the school office.
- If pupils do not have the facility to post their homework on Seesaw they can return the work to the teacher via the school office to receive feedback.

How will my child be taught remotely?

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

- recorded teaching inputs and teaching points – up to 3 lessons each day have an accompanying video recorded by the class teachers. There are also audio recordings of texts read by the class teachers
- a weekly live MS Teams meeting with the remote learners with their class teacher, is a catch up on how the week's learning has gone and is used for Q and As
- printed paper packs or work posted on the class pages, which are produced by teachers are available to support the daily lessons. These can be printed off by the school office on request and collected.
- reading books can be collected and returned to the school office when necessary for pupils to read at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences from White Rose or similar for the daily Maths lesson
- to enrich our curriculum there is a home learning grid produced for the term's topic. There are a variety of creative and research based tasks which are differentiated into 3 levels – gold, silver and bronze depending on the complexity of the task. Pupils can select to undertake any of these tasks in addition to the remote earning timetable. The tasks are rewarded with house points: Gold earns 3HPs, Silver earns 2HPs and Bronze earns 1HP.

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?

- Children are expected to engage daily with the set learning. We expect pupils to complete each activity on the remote learning timetable to the best of their ability.
- We would like parents/carers to encourage the older children – upper key stage two to encourage the pupils to work independently once they have watched the class teachers' video and any other videos provided.
- We expect the parents/carers of our pupils to help set up routines that enable pupils to be settled and focused on the tasks set by school.
- Parental support is expected, however we completely understand that home schooling can be difficult and although we supply a routine, resources and identify what the learning expectations are, mental health and well-being is equally as important.
- Should parents be finding difficulties with supporting their child due to work commitments or disengagement then school should be contacted to enable a way forward to be found. Successful learning will not be achieved if anxieties run high.

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

- Class teachers check pupils' engagement with remote education by taking a virtual register of work received each day.
- where engagement is a concern, parents and carers will be contacted by phone.
- If staff do not hear from pupils during a week, class teachers will phone parents to discuss what the barriers for completing the work have been and offer help where possible
- Class teachers can talk to pupils on the phone when on loudspeaker to offer encouragement and guidance if this is deemed to be useful

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:

- Class teachers give feedback on pupils' work by responding to work posted in Seesaw using the comments section, audio clips with the teachers explanations and use of the 'like' button
- Every piece of work produced by a pupil will be seen by their class teacher; comments, observations, likes, questions and development feedback are offered depending on the topic and extent of skills being practiced or demonstrated, in line with our school marking and feedback policy

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:

- Mrs Gresswell (PPG/SENCo) will work closely with those families who required additional support.
- We have a dedicated page on the school website, which contains lots of details of support and resources available for pupils with additional needs. https://www.holyportprimaryschool.co.uk/helping-your-child-with-sen/
- Class teachers will ensure any resources needed for SALT have what they need to complete at home. It may be that the child is offered a session in school with a professional to continue with a directed piece of therapy or learning. This may be remotely. The school's SALT Therapist may be able to offer remote sessions to a child whilst they are at home.
- It may be that should a vulnerable group need to continue with their nurture provision, they are invited into school for that session.
- We will provide work at a differentiated level to allow all pupils including those with SEND to access the curriculum
- In Nursery, Reception and year 1 we will provide activities which are more practical/hands on and if pupils require support materials these can be requested, signed for and collected from the school office.
- For those children with an EHCP who are unable to come to school, where appropriate, we will provide activities and tasks that specifically work on targets identified in their plan

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 a child is self-isolating but is well, they can access the remote learning in the same way as all pupils who are not in school.

As we are following the same timetable and delivering the same curriculum at home and at school they will be able to continue the remote learning from the point that they left it in school and visa-versa when their period of self-isolation ends and they return to school.

They will be expected to post work on Seesaw each day and will receive feedback from their class teacher in the same way as all other remote learners.