



2021

HORSFORD PRIMARY SCHOOL REMOTE EDUCATION PROVISION

INFORMATION FOR PARENTS



Remote education provision at Horsford CE VA Primary School: information for parents

This information is intended to provide clarity and transparency to parents or carers about how we will remotely educate your children during a national lockdown, local restrictions if cohorts (or bubbles) have to remain at home or individual pupils are self-isolating.

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?

In the first instance work will be available from the next day via Teams/Tapestry for your child to complete. In addition, pupils may be sent a paper pack of work to complete independently. Reception pupils already have a learning pack at home in anticipation of any absence.

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 will ensure our pupils are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects.
- We will provide frequent, clear explanations of new content delivered by a teacher or through high quality curriculum resources.
- We will provide opportunities for interactivity including questioning, eliciting and reflective discussion.
- We will provide scaffolded practice and opportunities to apply new knowledge.
- We will enable pupils to receive timely and frequent feedback on how to progress using digitally facilitated or whole class feedback where appropriate.
- We will use assessment to ensure teaching is responsive to pupils' needs and address any critical gaps in pupils' knowledge.
- Therefore, we teach the same curriculum remotely as we do in school wherever possible and appropriate, particularly in English, Maths, guided reading and phonics.
- However, we have needed to make some adaptations in some subjects:
 - ▲ In Reception play-based learning is delivered via suggestions and advice through the learning pack and feedback on Tapestry.

- ▲ In Key Stage One assignments are set on Teams, alongside a clear explanation which details the appropriate learning steps to give guidance to families to support their children.
- ▲ In Key Stage Two the Science, Art and DT curriculums, in light of specialist resources not being available, will be adapted to enable children to still have access to the same learning.

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) provided by our school will take pupils **broadly** the following number of hours each day:

Primary Schools	Phase/Key Stage
EYFS	2.5 hours per day on average
KS1	3 hours per day on average
KS2	4 hours per day on average

Accessing remote education

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

- Microsoft Teams
- Tapestry
- White Rose Maths and DfE/NCETM
- BBC Bitesize
- Oak Academy
- Oxford Owl
- Spelling Shed
- TT Rockstars
- Read Theory
- Phonics Bloom
- Phonics Play
- ICT games - cross curricular

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:

- The school will lend laptops or tablets to pupils. Please contact the school.
- The school has SIM cards to give to parents to increase the data available so that pupils can 'hotspot' from devices to enable an internet connection. Many service providers are also providing additional data during national lockdowns.
- In the event that a pupil cannot access any technology, please contact the school urgently for more information. A place may need to be provided in school for your child.
- Printed materials can be made available in very specific circumstances by contacting the school directly. Parents will make arrangements with the school for this work to be completed on paper and then submitted frequently to teachers.

How will my child be taught remotely?

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

- Live teaching (online lessons) for English, maths, guided reading and phonics.
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers for science and other foundation subjects).
- Printed paper packs produced by teachers for children with specific needs or no access to technology. (e.g. worksheets)
- Textbooks and reading books pupils have at home.
- Online books.
- 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?

- As far as possible, we expect pupils to engage with the timetabled live lessons. If they are unable to do so, they should access the lesson at a later date.
- As lessons are timetabled, we ask for parent support in ensuring routines are in place to enable their child/ren to access the live lessons wherever possible and the remote learning protocols are followed.
- We also ask parents to set a routine and provide a suitable working environment to enable pupils to complete other work requested by their teachers.
- If your child is persistently struggling to engage with their learning, please contact the school to speak to their teacher.

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

- Staff are able to monitor the engagement of pupils in the live teaching element of our remote learning provision.
- Staff will also continue to check pupils' engagement with all aspects of the curriculum provided remotely.
- Class teachers will contact parents on at least a weekly basis where the engagement of a pupil is a cause for concern.

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

Feedback can take many forms. It may not always mean extensive 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:

- We will enable pupils to receive timely and frequent feedback on how to progress using digitally facilitated or whole class feedback where appropriate.
- We will use assessment to ensure teaching is responsive to pupils' needs and address any critical gaps in pupils' knowledge.
- Below are the methods used by different age groups across the primary school.

Reception

- ▲ In Reception teachers will feedback daily to families who post observations of their children completing tasks.

Key Stage One and Two

- ▲ Teachers will give feedback to pupils using the 'feedback tool' in Teams by either acknowledging their great effort by giving a 'thumbs up' or by writing a comment where appropriate.
- ▲ A formal written comment will be given at least once per week for both English and Maths.
- ▲ Pupils are able to ask questions via the chat option in Teams throughout the day and get 1-1 feedback from the teacher.
- ▲ Some individuals/groups will receive additional catch up/intervention sessions to allow teachers to re-teach or fill learning gaps as required.

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:

- School will work with families of children with SEN/D to support them to enable their child to engage from home. However, if required, a place will be made available for them at school.
- SEND children will have weekly paper and activity packs and/or suggestions sent home to enable them to complete practical, needs-appropriate tasks. Teachers will contact families twice weekly to follow up on engagement.
- Where appropriate, small groups of children will have short, live sessions with a member of staff to enable continued practise of skills and to provide support to families.
- For young children, most teaching input sessions are pre-recorded to enable pupils to re-watch English and Maths. They will then access their teacher live to support with the follow up work and address any mis-conceptions for these subjects, as well as for phonics and guided reading. Phonics sessions will be delivered in a mixture of live teaching and pre-recorded lessons.

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?

- Individual pupils self-isolating will have access to a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.
- There will not be access to live lessons but pupils will be signposted to appropriate pre-recorded material where appropriate.