

Remote Learning

Hawthorn Primary School



INDIVIDUALLY WE MATTER, TOGETHER WE SHINE

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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.

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

The Learning Timetable for each year group will begin on the first day of self-isolation following a bubble being sent home. All online learning will be uploaded on to the school websites and parents communicated with via our Parent App. We are aware that some families prefer paper learning packs. These will be available to collect from school from the first day of isolation and will link to the online learning.

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, (please give examples of the kinds of changes you make to the planned curriculum when teaching remotely)

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, KS1 and KS2	The different timetables displayed on each year group page shows how the day is broken down, to ensure pupils can work through their learning. All pupils are expected to complete the learning set each day. Remote learning will be centered around Reading, Writing & Math but also include the Foundation subjects and wellbeing activities.
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Accessing remote education

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

At Hawthorn Primary we use BGFL for which all pupils have their own log in details. Pupils can access wider school platforms (for example Times Tables Rockstars) to support learning and TEAMS will be used for a daily check in for all pupils.

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:

- Pupils who do not have access to a digital device at home for use with Home Learning, will be issued with a school device. (Parents are required to sign for the device)
- • Pupils who do not have access to internet connection may be offered a sim card to enable a mobile phone to be used as a hotspot.
- • Pupils who have been unable to overcome digital issues and remain unable to access the learning remotely, need to contact the school office and arrangements for paper based learning will be made.

How will my child be taught remotely?

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

Depending on the Key Stage and the lesson taught, we use a range of approaches to support remote learning. These include;

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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?

- All pupils are expected to log on daily for registration in the morning (9.30 am) and engage with the Home Learning as directed by the teacher and as detailed on the timetable
- • If pupils have any questions or need a teacher to contact them they can ask at the live TEAMS call daily.
- Wherever possible parents are required to encourage and support their child to engage with all Home Learning activities. Parents are expected to contact the school if their child is having trouble with remote access, in order for a member of staff to offer support
- • All work completed using a piece of paper should be photographed and shared with their class teacher, so feedback can be provided.

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

- A class register is completed for every session and teachers can see the work that has been submitted through BGFL.
- Where pupils have not logged on the teacher or member of support staff will make contact with the parents
- The Pastoral Manager will follow up absent pupils to establish reasons for lack of engagement and to offer help & support
- A selection of work will be marked, and feedback will be provided during live sessions
- Websites we have subscribed to also give us daily feedback based on usage: these are checked by staff

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:

- Where possible, feedback will be provided after work has been completed through email and BGFL. This may also happen through questioning or sharing good examples on live TEAMS meetings.
- Pupils working with adults in small groups (in break out room) during live lessons will receive feedback during the task/ support

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:

- Children with EHCP and those children with the highest needs will be encouraged to attend school whenever possible.
- Resource Base Teachers will plan different lessons and activities for the children to ensure they have an accessible curriculum as they do in school.
- 1:1 speech and language intervention will continue remotely and parents will be sent a TEAMS link to join.
- Children in EYFS and Year 1 will have a range of activities set. Teachers will work on supporting parents to help in delivering the remote learning through practical activities.

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 small number of children are self-isolating teachers will offer a pack of learning to cover the period of isolation from the end of day 1. This will ensure pupils access the planned learning for the week to their best ability and will cover all the subjects planned for in school. Teachers/support staff will ensure the child is accessing the work and address any difficulties. Staff will treat each self-isolation case individually based on the home circumstances depending on if the child or parent is unwell. The expectation is that work will be returned to teachers.