



Hawthorns Primary School

with Little Owls Nursery

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Remote Learning Policy

(DfE Template)

Statutory Policy	Yes
Policy Date	Jan 2021
Review Period	1 Year
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Reviewed by	Learning & Standards Committee
Approved By	K Ashworth (Chair of Governors)

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	Nursery	No
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	Staff Area	Yes
	Nursery Website	No

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Changes in this version	New policy document based on template from DfE

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?

Children at Hawthorns, have been using Google Classroom in school and have had simple home learning tasks set. This was in order to prepare them, for the use of this virtual platform at school. On the first few days of remote education, the teacher will set an English, Maths and foundation subject activity in order for Parents and pupils to familiarize themselves further with the Google Platform, or Dojo portfolio in Year R/1

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, in science where there is emphasis upon scientific investigation through experiments and testing, we will aim to continue this learning in class and thus focusing on knowledge based learning. In Art, to avoid families requiring specialised materials, we will focus on drawing skills and art appreciation.

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:

Key Stage 1	1 hour of English, including phonics/reading 45 minutes of Maths 30 minutes Physical Activity 1 hour of Foundation subjects.
Key Stage 2	45 minutes of daily skills, including Word Study, times tables and independent reading. 45 minutes of English 45 minutes of Maths 30 minutes Physical Activity 20 minutes of Guided Reading 1½ hour of Foundation subjects

Accessing remote education

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

All online remote education will be accessed through two platforms:

Dojo – All lessons, learning opportunities and links to online resources will be accessed through the Student Portfolio platform for Year R/1 <https://classdojo.com/>

Google classroom – All lessons, learning opportunities, online resources, links and live sessions will be accessed through Google classroom in years 1 -6 <https://www.google.co.uk>

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:

- A limited number of laptops and chrome books are available for families through a loan scheme.
- If families need support with internet connection, the school can investigate 3G support.
- Printed Materials are available weekly to all families and can be collected by arrangement.
- Any family without on line access can return their paper material for feedback weekly.

Please contact Debbie Hawkins, via the school office if you need help or support with accessing

How will my child be taught remotely?

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

- live teaching, via Google Meets
- recorded lessons from their class teacher.
- recorded teaching through White Rose Maths
- BBC Bitesize
- Subscribed subject sites, including: Charanga Music, Purple Mash.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (e.g. BBC websites, YouTube)

Please note the amount of time using each resource will vary based on the age and ability of individual and cohorts of children.

What are the guidelines for live lessons?

In response to parents and children wanting more live, class contact with their class and teachers, the school have ensured that live streaming will happen at least once a week. When live streaming is happening the following should be in place:

- All children and staff will be streaming from an appropriate space. (Eg: not in bedrooms)
- Staff will be dressed according to the Staff Code of Conduct.
- Children should be wearing appropriate clothing, suitable for learning.
- Children and staff will follow the school behaviour policy, during live streaming.
- Households must not in any circumstances record any part or all parts of the live streaming session. The school is the data controller for the live streaming session and does not consent to anyone taking a recording of it either audio or video. No person taking part has given consent to any recording and there is no legal right to take a recording. If it is discovered that a person has not complied with these requirements the police will be notified.

We appreciate your understanding that we are all responsible for the well-being of our children and their privacy and we trust that you will not act in a way which would be considered a misuse of the private information of others.

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?

- Pupils' should engage with between 3 – 4 hours of remote education each day dependent upon age or individual needs.
- Parents can support their child's education by setting routines and both child and parent keeping in regular contact with their class teacher.

As a school, we appreciate the challenges families face with multiple children and work commitments. It is important that you remain in contact with the school, in order for us to help guide and assist families with personalised expectations of learning.

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

- Every day, the class teacher will check a pupil's engagement with learning via the virtual platform of Google classroom or Dojo.
- If a child has not engaged in the learning for two consecutive days, the class teacher will make contact with the parent via a Dojo message to offer support and guidance.
- If the class teacher does not see a change in engagement after the Dojo message, a phone call is made to discuss any potential barriers.
- After a phone call, and there is still no engagement or if the class teacher has been unable to make contact with the parent, details are passed on to the Designated Safeguard lead and it will be investigated as a safeguarding concern.

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:

- Pupils should upload their completed learning via their virtual learning platform. The class teacher can provide personalised feedback or answer child questions via the message facility daily.
- A class Zoom meeting will be held weekly, this will enable both teacher and pupil to reflect on the weeks learning. It will provide a platform for whole class feedback and celebration. It is also an opportunity for pupil voice, so that teachers are able to act on the learning provided, making amendments where appropriate.
- Key stage 2 will provide at least one live lesson each week via Google Meets. This will ensure instant feedback and targeted support and challenge.
- Classes using the Google Classroom should upload their learning during school hours. The class teacher will answer questions regarding the learning that they have posted via the personal comment facility. The assignment will be return to the child the following morning, graded upon their engagement to the assignment. At least one piece of learning within the assignment will have direct feedback and improvement points.
- Every morning, children will be expected to act upon the feedback given to them on the previous days learning.
- Edited work from the previous day will be looked at by the teacher but the assignment will not be regraded.

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:

- All children with an EHCP will have a detailed discussion with our SENDCO. After the discussion, the child will either be asked to return to school in order to meet their needs or a personalised provision will be delivered for remote learning to meet their needs.
- Children on the SEND register will receive learning opportunities linked to their targets and their current levels of attainment.
- All remote learning is planned and organised to suit the age range of the pupils; learning opportunities for our younger pupils (Reception and Year 1) will focus on smaller units of activity and will include visual, audio and physical learning opportunities to encourage maximum engagement.
- Any concerns that parents have regarding remote learning for children with additional needs, should first be discussed with Mr Allwright, our SENCO in order to find solutions to support the child and family further.

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 isolating during full or partial school closure, a child will receive the same remote education as stated above.

If isolation during school opening, a child will receive the same classroom learning, uploaded via the digital platforms unless the lesson is restricted due to access of resources (e.g. Science experiment). In this instance, the learning will be suitably adapted.