

# Our Approach to Remote Education

Hayward's Primary School



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Published Date: October 2020

Version Date: January 2021

## **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?**

Within 24 hours of your child being absent, a timetable will be sent through which will cover the remainder of the week. A new timetable will be provided at the start of subsequent weeks of 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?**

Parents will be provided with their timetable for the week within 24 hours of notifying us of their child's absence.

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 PE – where children will be given access to good quality online materials and in our Challenge Curriculum Work where children might be given the opportunity to complete independent research linked to the area of study covered by their peers.

The work provided for the children in EYFS will include:

- Covid 19 weekly timetable and parent support sheet
- Pick and mix activities (every two weeks)
- Literacy Task (every week)
- Weekly pre-recorded videos – maths/literacy/story
- Access to Independent Learning Activities prompts and ideas for families.
- Access to RWI (Read Write Inc Materials)

The work provided for the children in Years 1 to Year 6 will include:

- Literacy based activities linked to the text/genre that they are currently studying in the classroom.
- Links to Maths videos/activities which will be mirroring the work that they would be doing in class.
- In Year 1 and Year 2 children will be provided with access to Read, Write, Inc videos and support materials to engage with at home.
- Topic/Science/RE will be either: links to the related Oak Academy sessions. Oak Academy is a government backed site which has been created by teachers. These sites include videos and activities that need to be completed or teachers will add the powerpoints and activities that the children will be doing in school or activities/powerpoints that the children will be doing in class.
- Daily Physical Exercise links for the children to follow
- There will also be opportunities for children to read regularly and to access the Accelerated Reader programme from home.

Some sessions will included specific content for the children to complete, while others will provide the children with an opportunity to explore their interests in a particular area and share their completed tasks.

## **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	3 hours – in line with government guidance.
Key Stage 2	4 hours – in line with government guidance.

The day will be structured on a timetable similar to the one below:

## COVID-19 EXAMPLE TIMETABLE

CHILD NAME .....

CLASS .....

YEAR 4

	Before Break time Session		After Break time Session		Afternoon Session		
MON	Independent Reading and Quizzing on AR (if relevant)	English Autumn Term Week 4 Session One Uploaded to Classroom	BREAKTIME	White Rose Maths Material and Supporting Teaching Video <small>Autumn Term Week 4 Session One <a href="https://whiterosemaths.com/homelearning/year-4/session01E">https://whiterosemaths.com/homelearning/year-4/session01E</a></small>	Daily Physical Exercise Please select an exercise from the following link <a href="https://ukactivekids.com/movecrew/">https://ukactivekids.com/movecrew/</a>	Science Autumn Term One Adaptations <small>Session Number Can be added <a href="https://classroom.thenational.academy/lessons/what-is-an-adaptation">https://classroom.thenational.academy/lessons/what-is-an-adaptation</a></small> Autumn Term Two Light <small>Session Number Can be added <a href="https://classroom.thenational.academy/lessons/what-is-light-and-where-does-it-come-from">https://classroom.thenational.academy/lessons/what-is-light-and-where-does-it-come-from</a></small>	
TUES	Independent Reading and Quizzing on AR (if relevant)	English Autumn Term Week 4 Session One Uploaded to Classroom		White Rose Maths Material and Supporting Teaching Video <small>Autumn Term Week 4 Session One <a href="https://whiterosemaths.com/homelearning/year-4/session02E">https://whiterosemaths.com/homelearning/year-4/session02E</a></small>	Daily Physical Exercise Please select an exercise from the following link <a href="https://ukactivekids.com/movecrew/">https://ukactivekids.com/movecrew/</a>	Challenge Curriculum Greeks Session Four Uploaded to the Google Classroom	
WEDS	Independent Reading and Quizzing on AR (if relevant)	English Autumn Term Week 4 Session One Uploaded to Classroom		White Rose Maths Material and Supporting Teaching Video <small>Autumn Term Week 4 Session One <a href="https://whiterosemaths.com/homelearning/year-4/session03E">https://whiterosemaths.com/homelearning/year-4/session03E</a></small>	Daily Physical Exercise Please select an exercise from the following link <a href="https://ukactivekids.com/movecrew/">https://ukactivekids.com/movecrew/</a>	Challenge Curriculum Greeks Session Five Uploaded to the Google Classroom	Computing Databases Session 4 <a href="https://classroom.thenational.academy/...">https://classroom.thenational.academy/...</a>
THURS	Independent Reading and Quizzing on AR (if relevant)	English Autumn Term Week 4 Session One Uploaded to Classroom		White Rose Maths Material and Supporting Teaching Video <small>Autumn Term Week 4 Session One <a href="https://whiterosemaths.com/homelearning/year-4/session04E">https://whiterosemaths.com/homelearning/year-4/session04E</a></small>	Daily Physical Exercise Please select an exercise from the following link <a href="https://ukactivekids.com/movecrew/">https://ukactivekids.com/movecrew/</a>	RE - Study of Islam Session Four <a href="https://classroom.thenational.academy/lessons/how-did-the-religion-of-islam-begin">https://classroom.thenational.academy/lessons/how-did-the-religion-of-islam-begin</a>	PSHE Session Three <a href="https://classroom.thenational.academy/...">https://classroom.thenational.academy/...</a>
FRI	Independent Reading and Quizzing on AR (if relevant)	English Autumn Term Week 4 Session One Uploaded to Classroom		White Rose Maths Material and Supporting Teaching Video <small>Autumn Term Week 4 Session One <a href="https://whiterosemaths.com/homelearning/year-4/session05E">https://whiterosemaths.com/homelearning/year-4/session05E</a></small>	Daily Physical Exercise Please select an exercise from the following link <a href="https://ukactivekids.com/movecrew/">https://ukactivekids.com/movecrew/</a>	Pick N'Mix Choose a Pick N'Mix activity that you have not yet completed. Complete this task and submit your work on the Google Classroom	

## Accessing remote education

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

If your child is in EYFS, the timetable above will be published on Tapestry, a system that we use to track/monitor EYFS progress in school and home.

If your child is in Year 1 to Year 6, the timetable above will be published on the Google Classroom framework for each child. Each child has access to their own classroom. Work will be published on the stream on a session by session basis and children will submit their work online.

When the absence is reported, office staff will check whether there are any concerns re. accessing the Google Classroom. Any technical issues will be forward to Mr Gordon – our computing lead – for support.

If a family is unable to access the Google Classroom due to a lack of technology, this will be referred to the Headteacher who will look into solutions to support the family.

### 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 have access to a number of SIM cards which can be put into any mobile phone and will provide the user with 3 months and 90GB of free data. Parents should contact the school office ([office@haywards.devon.sch.uk](mailto:office@haywards.devon.sch.uk)).

- We have sought funding for families who needed computing support during the first lockdown. These children have been provided with a Chromebook to support their studies outside of school.
- We have a limited number of Chromebooks which can be provided for disadvantaged families who are struggling with accessing devices – these are limited in number. Parents should contact the school office ([office@haywards.devon.sch.uk](mailto:office@haywards.devon.sch.uk)).
- We are able to provide printed material for families who may struggle to print/access the materials. These will be printed and available in the car park on a Monday afternoon between 1:30pm and 3:00pm. Families can contact the school office ([office@haywards.devon.sch.uk](mailto:office@haywards.devon.sch.uk)) to be added to the list of families who require this provision.
- We would like all families to submit their work via the Google Classroom. This is designed to be easily accessible for families via a mobile phone. We ask that families upload these as photographs through the Google Classroom. Alternatively, some families may prefer these to be sent into school via email to the school office which will be forwarded to their class teacher. Alternatively, in a small number of cases, families can submit this work in person to the school office. These will be monitored by the teacher and feedback provided.

## **How will my child be taught remotely?**

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

- The majority of lessons/content will be taught through recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers).
- We will be using White Rose Maths teaching materials, including videos, to support the work that the children will be doing in Maths.
- There will be a minimum of three 'live episodes of teaching' made available to families. This will be facilitated through Google Meets.
- For some families the online work will be printed paper packs produced by teachers.
- Teachers will source the most effective commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- School have purchased 'MyOn' to ensure that children can still read high-quality texts and to engage with Accelerated Reader outside of school.
- Children will be provided with Pick N'Mix activity sheet where the requirement will be for one task to be completed each week. These tasks will be linked to the Challenge Curriculum Topic which the children will be covering in school.

## **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?**

We have ensure that our approach at Hayward's will be:

- Realistic
- Sustainable for the children and the family
- Responsive to a situation
- Relevant for the child/children
- Meaningful to their learning journey

We would like children to be on the classroom each day and to be engaging regular with their teacher. Over the course of the day, it will be entirely up to the child/children/families which order these tasks are done in and we ask that the children do their best to complete all tasks. We will be asking that all work is completed and added to the Google Classroom (or Tapestry for the children in EYFS) allowing the teacher to provide feedback and, where relevant, for the work to be shared with their peers. This could be in the form of a photo of the piece of work or the work uploaded directly. Teachers will be doing their best to look at this work, as often as possible, and will leave comments with the work provided.

We are happy to provide support to aid your child through their remote learning. We recommend brining a structure to your day and have tried to support this with the timetable provided. Keeping this structure will support your child in establishing the necessary routines. If you are struggling with the remote learning, please contact the school and one of our senior leaders, pastoral leads or class teachers will be in touch.

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

- Teachers will be monitoring engagement with the classroom on a daily basis.
- Teachers/teaching assistants will be in contact every second week (and in some cases weekly) to discuss the online learning experience with parents/children. Any problems, worries and concerns can be addressed through this phone call and alternative provision/support made available.
- The google classroom, as well as the platform for learning, provides the opportunity for teacher and peer interaction in the live stream, private 1:1 messaging so most children are actually having contact with their teacher daily in addition to regular phone calls.

## **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. Our approach to feeding back on pupil work is as follows:

- Verbal feedback will occur in the dialogue that occurs between children and teacher.
- Following the submission of tasks, particularly in Maths, the answers will be provided for the children to self-mark.
- Private messaging to the individual child will enable staff to provide specific feedback.
- Comments will be made on work where appropriate – these are likely to be in longer piece of writing.
- Peer feedback will be available through the live stream.

## **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:

- Where relevant children with significant SEND needs, for example those with Education and Health Care Plans have been provided with a space in school. Pastoral leads can provide provision for children who are working from home.
- Our Educational Psychologist is continuing with consultations with staff and parents.
- Regular communication is made with the school SENDCo to review the package and offer of support available.
- Additional differentiated activities have been provided for children. These have been designed to link with the child's particular learning targets. Teachers are mindful of SEND children and their needs when putting together the remote learning activities.
- The pastoral team has also provided advice around structuring the day, sharing specific strategies which support that child when in school and sharing of resources.
- The pastoral team will be supporting identified children with SEMH through daily tutoring through Google Meet.

## **Remote education for self-isolating pupils**

### **If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

The provision of a timetable will be largely the same. The level of engagement from the class teacher will be limited to breaks within the day but the teacher will still take notice and engage with the work completed by the child who is isolating. The work completed will link directly to the learning that is taking place in English, Maths sessions and where possible, depending on the resources required, the rest of the curriculum. Staff will consider related activities which can be covered in these situations.