

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 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?

In the event of a planned lockdown, when children are in school before entering into the period of lockdown, we will:

- Ensure children take home relevant exercise books, writing resources, the class text (if enough copies), reading for pleasure books and any support materials (especially for SEND children).
- Ensure children have access to devices, such as tablets & laptops, and to the internet. Where we can, we will issue children with the devices they need.

In the event for an unplanned lockdown i.e. the lockdown we are currently in (January 2021), we will:

- Ensure that parents/children are being sent links to the learning on Padlet. This learning will be made available from day 1.
- Ensure that parents/children are being sent links to the daily Zoom lessons. This learning will be made available from day 1.
- Ensure that any children, who are currently unable to access online learning, are being sent paper copies of learning until we can get them connected

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:

- We may need to change the progression of the teaching of the units of learning in maths if resources make it more difficult to teach online
- Some of the units of learning in science may be more difficult to do from home if they involve investigations requiring resources unlikely to be found at home and so we have adapted accordingly

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 | Remote Provision |
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| Nursery | <p>Teacher records a daily message/challenge during lockdown.</p> <p>Daily story - via Zoom. One in the morning and one in the afternoon, each session to be no longer than 20mins long, teachers to be aware of children engagement & adapt accordingly.</p> <p>A Padlet will to be set up and updated daily with new tasks & links to online activities related to the key areas of learning.</p> <p>All year groups to also have a daily PE session with our PE teacher, Mr Small, on Zoom. These sessions are differentiated by year groups.</p> <p>Weekly assembly with the headteacher, Sara Anderman.</p> |
| Reception | <p>Padlet with daily updates for new tasks & links to online activities related to the key areas of learning.</p> |

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| | <p>3 x 15 minutes of Zoom sessions per day - phonics, maths and story.</p> <p>1 activity each day via Padlet, which covers another area of the curriculum</p> <p>All year groups to also have a daily PE session with our PE teacher, Mr Small, on Zoom. These sessions are differentiated by year groups.</p> <p>Weekly assembly with the headteacher, Sara Anderman.</p> |
| <p>KS1</p> | <p>Daily phonics: on Zoom for 15-20mins</p> <p>Daily writing: (20-minute input on Zoom, 30 minutes independent learning (which will take place off Zoom)).</p> <p>Reading - 3 times a week for year 1 (20 minutes)</p> <p>Daily reading for year 2 (20 minutes) – this can be a story time (teacher reading to the children) or can be comprehension based (taking a whole class reading approach) on a short piece (poem, short story etc).</p> <p><u>Maths</u></p> <ul style="list-style-type: none"> • Teaching of maths will take place daily on zoom; • This will be a twenty-minute session; • Daily fluency to take place followed by a daily input by class teacher; • Each session, pupils will be set an independent learning task to complete throughout the day – feedback will be provided in the following day's zoom lesson; • Learning will be posted daily on Padlet; • Teachers to continue to use White Rose resources and Mathletics to achieve consistency. <p>Each afternoon – an activity a day for other areas of the curriculum via Padlet.</p> <p>All year groups to also have a daily PE session with our PE teacher, Mr Small, on Zoom. These sessions are differentiated by year groups.</p> <p>Weekly assembly with the headteacher, Sara Anderman.</p> |
| <p>Years 3 & 4</p> | <p><u>English:</u></p> <p>Year 3 – daily phonics for targeted children (see KS1)</p> <p>3 x 30 minute reading sessions a week.</p> |

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| | <p>Daily writing (20-30 minute input on Zoom, 30 minutes independent learning (which will take place off Zoom)).</p> <p><u>Maths:</u></p> <ul style="list-style-type: none"> • Teaching of maths will take place daily on zoom; • This will be a thirty-minute session; • Daily fluency to take place followed by a daily input by class teacher; • Each session, pupils will be set an independent learning task to complete throughout the day – feedback will be provided in the following day’s zoom lesson; • Learning will be posted daily on Padlet; • Teachers to continue to use White Rose resources and Mathematics to achieve consistency. <p>Each afternoon – an activity for other areas of the curriculum via Padlet.</p> <p>All year groups to also have a daily PE session with our PE teacher, Mr Small, on Zoom. These sessions are differentiated by year groups.</p> <p>Weekly assembly with the headteacher, Sara Anderman.</p> |
| <p>Years 5 & 6</p> | <p><u>English:</u></p> <p>3 x 30 minute reading sessions a week - the children will have read the chapter before the session.</p> <p><u>Writing in Years 4 – 6</u></p> <p>Daily writing (20-30-minute input on Zoom, 30 minutes independent learning (which will take place off Zoom)).</p> <p><u>Maths:</u></p> <ul style="list-style-type: none"> • Teaching of maths will take place daily on zoom; • This will be at least a thirty-minute session; • Daily fluency to take place followed by a daily input by class teacher; • Each session, pupils will be set an independent learning task to complete throughout the day – feedback will be provided in the following day’s zoom lesson; • Learning will be posted daily on Padlet; • Teachers to continue to use White Rose resources and Mathematics to achieve consistency; • Teachers to use PiXL interventions where necessary. <p>Each afternoon – an activity for other areas of the curriculum via Padlet.</p> |

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| | <p>All year groups to also have a daily PE session with our PE teacher, Mr Small, on Zoom. These sessions are differentiated by year groups.</p> <p>Weekly assembly with the headteacher, Sara Anderman.</p> |
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Accessing remote education

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

Your child will need to be able to access:

- Padlet – a link will be emailed to you that you will click on. This will bring you all the learning you need. This is updated daily and includes all the links that you will need, provided by the teacher – including the links for the Zoom learning
- Daily Zoom lessons

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 will do our best to ensure that children are provided with laptops & internet access. During this lockdown (January 2021) we are sharing:

- The school's own laptops – approximately 50 of our own devices
- 53 laptops as provided by the DfE
- 4 laptops provided in the previous laptops for vulnerable children
- 30 added free data SIM cards from Vodafone (ordered but not yet received as of 11.1.21)
- 30 4G routers from the DfE (ordered but not yet received as of 11.1.21 – instead we have purchased 15 dongles to give to families with no internet)
- We are also providing paper copies of learning for parents who have

How will my child be taught remotely?

At Haseltine we are:

- Teaching daily Zoom lessons in each year group for English & maths and key areas of learning (EYFS) - see above
- Teaching daily PE lessons to: EYFS & KS1, years 3 & 4 and years 5 & 6
- Providing remote learning on Padlet
- Providing pre-recorded Zoom lessons where appropriate, e.g. for SEND children who may need the lesson to go at a slower pace so they can access the learning or have it consolidated for them
- Providing paper copies of learning for children who cannot access the internet/online learning (until we can source internet for them)

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?

The following information was shared on the headteacher's newsletter on January 8th 2021:
Haseltine Online Learning Expectations – please share with your children:

Do:

- **Attend every Zoom session every day**, if you cannot attend for some reason, please let your teacher know by posting on the Padlet or by emailing the teacher
- **Make sure you are doing the learning on the Padlet too**, try to post as much of your learning as you can so that your teacher can see what you have done
- **Get dressed before you attend a Zoom session and definitely be out of bed:** you get dressed before you come to school, you must also get dressed to be on Zoom too
- **Make sure that you are on 'mute' when you are on Zoom:** do not unmute yourself unless the teacher has asked you to, definitely don't unmute yourself to have a chat with your friend
- **Make sure that you are behaving on Zoom the same way that would in class** – the same Haseltine learning expectations apply please
- **Respect your friends & your teacher on Zoom**
- **Make sure you are doing the right amount of learning:** if you are worried that you are doing too much, please contact your teacher to talk about this – I don't want any of you working into the night (as someone in our year 6 was doing the other night). Think about the times of the school day - try not to be working past 3.15pm, you should be able to do the learning that the teachers have set within the school times.
- **Please only add relevant information to the Chat function**, no silly emoji or silly chat please
- **Keep reading!** Don't forget Lexia & Bug Club too.
- **Keep using Mathletics**
- **Have fun!** I hope you are enjoying your learning – we would all rather we were learning together in school but we know that we can't, I hope that this is the next best thing 😊

We also ask that children upload the learning that they do to their class Padlet or email it to their teachers.

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

Teachers take a register at every Zoom lesson and they also look to see who is engaging (or not) with the learning on Padlet.

They will also look for any inappropriate behaviour on both types of online learning.

- For any child not on Zoom for more than one session, the headteacher and attendance team are informed. Parents will receive a phone call or email from the teacher if this happens once, or from the attendance team or headteacher/deputy headteachers if children are absent from a series of lessons
- If children are not engaging with the Padlet learning, then a phone call will be made by the teacher in the first instance. If the teacher cannot get hold of you or if it happens more regularly then you will receive a call or email from the attendance team or headteacher/deputy headteachers
- Inappropriate behaviour in learning remotely will also result in a phone call or email from the teacher or the headteacher/deputy headteachers

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:

- Children will be asked to post their learning on the Padlet page or to email it to their teacher
- Children will also be asked to provide feedback to their learning in the follow up Zoom lessons. This will either be doing by speaking (by children unmuting themselves) or by adding comments to the chat function
- Teachers will provide verbal feedback – either via email or the Padlet, or on Zoom and will go through previous learning with answers using either online facility

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

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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:

- We have provided SEND children at home with their specially adapted laptop that they would normally use in school to support with specific learning needs
- Targeted SEND children are being supported by an LSA with interventions delivered on Zoom
- Teachers are providing pre-recorded Zoom/Loom clips to support children's learning if teachers feel that children are unable to access the learning in the larger group sessions

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?

- Children are provided with paper copies of learning which match the learning that the rest of the class will be doing in school
- A Padlet is set up for links to websites/video clips that will support this learning