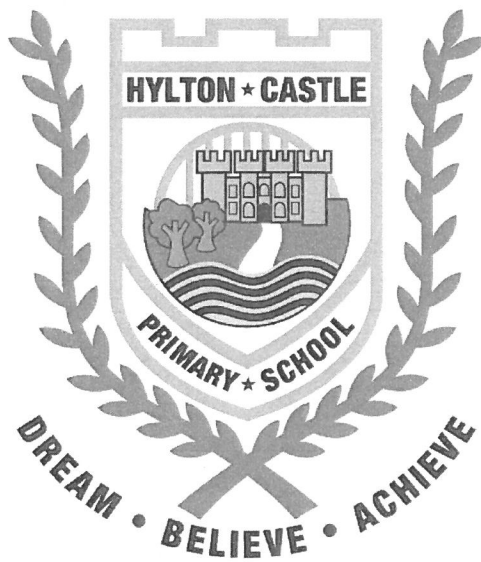


Hylton Castle Primary School

Remote Education Information for Parents/Carers



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?

In the first instance children can expect to be provided with paper packs which can be collected from the school/delivered to the home depending on circumstances. This will include the relevant work and resources to complete this.

Children will also be asked to access online programs such as Lexia, Reading Plus or RM Maths.

In EYFS, work will be set on EYLog.

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?

Please see below some statements that may be helpful.

- We teach the same curriculum remotely as we do in school wherever possible and appropriate.
- We have needed to make some adaptations in some subjects. For example, PE, DT, Science etc. is not as transferrable due to the practical and concrete elements of the subject. We do however, use creative and intuitive ideas to make use of the environment children have and resources they have accessible to them.

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 and EYFS:	3 hours a day on average across the cohort, with less for younger children
Key Stage 2	4 hours a day The time spent learning includes: <ul style="list-style-type: none"> • Live or videoed lessons. • Feedback and assessment. • Communication and welfare discussion. • Independent application following teaching.

Accessing remote education

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

<p>We are using:</p> <ul style="list-style-type: none"> • Emails • MSTEams • links to websites (including: Oak National Academy, White Rose Maths, Reading Plus, Lexia, RM Maths) • our own website <p>EYFS are continuing to use EYLog.</p>
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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:

<p>We do have a number of electronic devices and a number of SIM cards (for Wifi) available for loan. Children/families needing this support have been identified in an audit carried out in the Autumn term and further children/families identified during welfare calls/discussions with staff.</p> <p>If you have not had a discussion around the loan of a device/SIM card, please contact Miss Clark.</p> <p>For those parents/carers who may find it difficult to log in/attend live lessons, staff can support you with this 1:1. Again, please contact Miss Clark or your child's class teacher for support with this.</p>

How will my child be taught remotely?

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

Some examples of our remote teaching approaches:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, White Rose Maths lessons)
- we have provided children with exercise books and stationery to record their work
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- ensuring pupil have reading books at home, through physical books and online libraries.
- providing authentic learning experiences utilising the environment to prevent an over reliance on 'sit down online work'
- making activity suggestions to enhance the curriculum offered which encourage families to learn together, for example through baking, singing, crafts, exercise, project work etc.

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 devised a timetable to support engagement and encourage a routine.
- Guidelines are in place to robustly and swiftly tackle non-engagement. If a child is not attending live lessons and/or not submitting work they will be contacted by the class teacher via email/MSTeams/EYLog in the first instance, via telephone on day 2 and then by Miss Clark on day 3. Should non-engagement continue, Mrs Wood will make contact following this. Earlier intervention can and will be initiated depending on circumstance. Any root cause of non-engagement is explored and efforts made to support families.
- Teachers will let you know what evidence we need from the task, what the success criteria is and also how long you can expect your child to spend on the task.
- Every class teacher will make themselves available for a period every day (although it may not be the same time each day). During this time you can email them and get an instant response. If you contact classroom staff outside of these time slots, they will get back to you within 48 hours.

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

- Staff will keep a daily register to track attendance on live lessons.
- Work is to be submitted, viewed and assessed daily through MSTeams, email or EYLog.
- We will check pupils' engagement with remote education daily through collating responses from children for the work they submit.
- Weekly evaluations are collated and shared with Mrs Wood to ensure pupil engagement.
- Contact will be made to families (as above) where engagement is a concern.
- It is important that children engage with remote education, however we do acknowledge that each family's home circumstances are unique. We ask that if there are circumstances that mean a child cannot engage with the remote education that you speak to the teacher.

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:

- Daily feedback is provided to children based on the work they submit.
- Assessment information from work and pupil engagement is used to inform subsequent lessons.
- Pupils will receive feedback on their work ensuring they know it is valued and looked at.
- Shared marking and self-marking is an effective strategy used to replicate the instant verbal feedback which is routinely provided in class. This approach enables children to learn from their mistakes and enhances their metacognition skills.

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:

- Work continues to be planned so that children can access it at their level and there will be tasks incorporated that children can access independently, as we believe this is important.
- Classroom staff, Miss Clark (Nurture Leader) and Mrs Meldrum (SENDCo) have regular discussions to support individual children/families where necessary.
- If your child needs additional support, please contact one of the above members of staff to discuss 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?

- For those individual children required to isolate we ensure pupils are still taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.
- The only difference will be that children may not be able to join for live lesson content. If this is the case the work provided online will be scaffolded to enable independent completion.

