



# Heatherside Infant School



## Remote Education Provision

Version 2 updated January 2022

## **REMOTE EDUCATION PROVISION RATIONALE**

This information is based on the DFE Template January 2021, intended to provide clarity and transparency to pupils and Parents/carers about what to expect from remote education at Heatherside Infant School where national or local restrictions require entire cohorts or individuals (or bubbles) to remain at home.

### **THE REMOTE CURRICULUM: WHAT IS TAUGHT TO PUPILS AT HOME?**

A pupil's first day or two of being educated remotely will 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 an individual or family self-isolating, remote learning will be made available on the Google Classroom Platform from the day you make the office aware of the absence. If the class teacher(s) is made aware of the absence at the start of the school day then work will be made available from lunch time on the first day 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?**

We aim to teach the same curriculum objectives remotely as we do in school however, the activities set may vary depending on access to resources and suitability for distance learning. These decisions will be made by individual class teachers in liaison with year team leaders, subject leaders and/or SLT. **In the event of a national Lockdown**, Heatherside Infant School will follow Government directive and will only be open to pupils who are children of Critical Worker families or are part of the group known as Vulnerable. All pupils not in this category, will access education remotely. At Heatherside Infant school we will use Google Classroom to upload the learning activities, planning and recorded teaching videos or voice over power points. We know from experience that this will provide important flexibility for families who need to share devices between their family and it will also allow teaching inputs to be revisited.

### **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 One – 4-5 hours made up as follows**

A blend of tasks can be expected including

- Reading activities to be completed independently/with adult support
- Physical activities and challenges
- Recorded lessons with tasks to be completed
- Challenges set by the class teacher for children to complete independently/with an adult
- Year 1 and 2 may be set maybe set project based tasks.

## **ACCESSING REMOTE EDUCATION**

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

The online tools we will be using, either for delivery or for assessment are:

**Google Classroom:** Everyone has their own individual password to access the learning platform. Teachers will upload the planning which will provide a structure for the learning to be completed that week. They will also upload recorded video teaching inputs and follow up learning tasks. It is intended that the tasks will provide practice of skills over the week so that near the end of the week the children will complete a piece of work independently. Teachers will upload all learning tasks for children to access, and request that the identified tasks or activities are submitted for feedback and assessment

**Education City:** Everyone has their own individual password to access the learning platform and teachers are able to monitor activities and outcomes and individualise tasks so that additional challenge is set in the various cities. This ensures that the needs of all children are met and that the work set closely matches the children's starting point for learning.

**Reading:** The children will be signposted to Oxford Owl and Rising Stars, the latter has online comprehension quizzes which we will expect to be completed.

### ➤ **If my child does not have digital or online access at home, how will you support them to access learning at home?**

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:

1. Consultation with Parents to review available devices and access to the internet available to them.
2. Loaned provision of devices (laptops/netbooks) to support where no device is available
3. Provision of hard copy resources if total access by any of the above is not available. These will be available for collection from school, delivered to the home.
4. Where work cannot be submitted on line, Parents can deliver printed work to school.

**School can be contacted by telephone on: 01252 617101** should they have any difficulties with access.

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

At Heatherside Infant School we use a combination of the following approaches to teach pupils remotely:

1. Pre-recorded teaching video sessions either recorded by the teaching staff or taken from other sources such as Oak Academy or bite size.
2. Reading books pupils already have at home and provision for online materials through Oxford Owls and Rising Stars as well as the School Library Service e-Platform.
3. Commercially available websites to support the teaching of specific subjects or areas, including video clips or interactive games.
4. Long-term project work and/or internet research activities
5. Access to school subscriptions to support continued fluency and development of basic skills (Phonics Play,).

**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?**

At Heatherside Infant School we expect that:

- Pupils will fully engage every day with the remote education opportunities provided by the school by completing, uploading and submitting work on Google classroom and interacting with Education City and Rising Stars. All work submitted should be completed to the highest quality and meeting the expectations that teachers would have within the classroom.
- Parents will use the Google Classroom and the recorded videos, planning and tasks to fit with their family's context and routine alongside consideration of availability of devices within the context of their own family.
- Parents will support their child by setting a daily routine to support their child's remote learning and support the child in completing learning tasks that have been set on Google classroom or Education City. Alongside this, Parents will continue to support their child's learning by reading every day and practising core skills such as spelling, handwriting, phonics, number fluency.

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

Teachers will check children's submitted work and provide acknowledgement and/or feedback on the work that has been uploaded.

If there is a concern in respect of pupil engagement with either Google Classroom or Education City, teachers will contact Parents by telephone to discuss how best to support further engagement.

➤ **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 which have been marked independently with access to an answer sheet, are also valid and effective methods. Our approach to feedback on pupils' work is as follows:

- Written responses to uploaded work on Google Classroom
- 'Like' acknowledgment for some pieces of work
- Some 1:1 feedback for pupils with individual needs as they arise

**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:

- Lesson content and activities will be appropriate and relevant for the age and abilities of the child.
- Where appropriate to the SEND child, on line learning support will be facilitated and this will include movement time, it is likely that the SEND child will need to be supported at home as well.

➤ **How will you work with me to help my child who needs additional challenge from adults at home whilst accessing remote education?**

At Heatherside Infant School we recognise that there may be pupils whose performance or potential is significantly greater than that of their peers. Class Teachers will endeavour to ensure these pupils can be appropriately and effectively provided for through the remote teaching and learning programmes. We will work with Parents and carers to support those pupils in the following ways:

- Broaden and Deepen tasks assigned for all children in English and Maths and available via Google Classroom and Education City
- Feedback will extend the pupil's thinking further.
- Personalised project work and problem solving that allows application of skills at an independent level.

## **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 as well as the layout of classrooms which makes recording lessons live not feasible.

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

If pupils are unwell they will **not** be expected to access online learning.

Pupils who are self-isolating and are well, will be expected to access the recorded online teaching sessions in the same way as above as long as their parent/carers are able to support them i.e. are well enough to do so.

If Parents or carers are unwell pupils may be able to complete small amounts of online learning or activities . In these cases Teachers will discuss individually what is possible and adjust learning provision to meet individual needs accordingly.

