Information about remote education provision

Committee Responsible	FGB
Member of School Staff Responsible	Zoe Loosemore
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This remote learning policy has been written as guidance for staff and parents during the COVID-19 Pandemic. It sets out the systems and technology that staff will use to keep the learning experience going for children, and details how they can be used effectively and safely, while allowing for the differing needs of families. The school's usual Online Safety Policy and Acceptable Use Agreements still apply at this time but this policy is an addendum in these unprecedented circumstances. The staff remote learning lead is Zoe Loosemore and any concerns, questions or feedback can be communicated with her through the school office email: officeadmin@hiltingbury-jun.hants.sch.uk or telephone: 02380 261808. If you are unable to access the internet or do not have enough devices then please get in touch so we can try to help.

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?

For the first two days of remote learning the children will be able to access Maths, English and curriculum tasks on their Google Classroom pages while the teaching teams prepare to deliver educational provision remotely. Children already have their Google Classroom logins and will be sent home with a workbook and their pencil cases to use for their remote learning. The children will also be provided with marking sheets for the maths and reading tasks that they can use to self-mark as they would in school.

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 have changed the sequencing of some subjects as they are better suited to a remote curriculum such as Geography being replaced by History units of work. Also in Maths, children will not have access to the schools' concrete resources that they would in the classroom and we will be using pictorial models to support the children alternatively.

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 2	Each class will be set 4 hours of work to complete each day.
	The timetable for each day will remain the same for the children to log into their live lessons.
	9.15am-10.15am Maths
	11.00- 12.00pm English
	1.30-2.30pm Curriculum
	Independent work and any unfinished activities can will be completed outside of these hours. Other curriculum activities will also be posted for the children to complete, if they wish, such as reading, spelling and Times Tables Rockstar challenges.
	There will also be access to a live PE lesson once a week for 30 minutes and a weekly whole school assembly.

Accessing remote education

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

The children will access their online remote learning through the use of their year group Google Classroom webpages. This will be a central platform with all remote learning links, timetables, activities and resources. The children will also use this digital platform to upload their work.

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 issue laptops or Chrome books to children based on individual cases and these will be assessed according to needs. Parents should contact the office if they require support and then school staff will be in contact

- We will support families by lending devices that enable an internet connection when necessary. Individual cases will be assessed in according to needs. Parents should contact the office if they require support and then staff will be in contact

- Children who require printed materials, if they do not have online access, will have the option of collecting work pack from the school office

- Pupils who cannot submit their work online will have the option of dropping off their work at the school office

How will my child be taught remotely?

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

Some examples of remote teaching approaches we use are:

- Live teaching (online lessons) with Powerpoint presentations and worksheets to accompany each lesson

- Uploaded work packs/tasks produced by Teachers

- Commercially available websites supporting the teaching of specific subjects such as Times tables Rockstars

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?

In this section, please set out briefly:

- Children are expected to upload their work, to Google Classroom, by the deadlines set by teachers

- Children are to engage in all live lessons each day with a register being taken for each live lesson

- Children are expected to complete the daily activities set by their Teachers. Support will be provided through teaching inputs and guided group support during live lessons

- Parents and Carers are to support their child's education by ensuring their child accesses the schools learning expectations in terms of engaging in live lessons and completing work set by the Teacher

- Parents and Carers are to contact the school office if support is required to help children access the remote learning

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

In this section, please set out briefly:

- Registers will be taken for each live lesson and non-attendance will be reviewed regularly and followed up by Teachers

- Parent communication with the school, to raise any concerns regarding the engagement of the children with remote learning, will continue to be encouraged so that the school can offer support

- Teachers will check Google Classroom when work is expected to be uploaded and raise any concerns with Parents, Carers and children if work is not completed regularly

- Calls will be made by Teachers or members of the Senior Leadership Team if there are ongoing concerns with a child's attendance in live lessons, if the phone call from the Teacher is not successful in the first instance

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:

- Feedback will be used to adapt subsequent lessons to respond to the needs of the children or to use as a summative assessment to inform further units of work
- Where appropriate, specific personal feedback to individual children's work will be given via Google Classroom
- Whole class, general feedback will be shared during live lessons
- Quizzes and short tasks will be set and marked automatically online
- Questioning and guided group work will be used to targeting children in live lessons
- Lessons may be 'flipped' so that the children can complete independent activities first and then verbal feedback, modelling and discussions can be used to address any misconceptions

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:

In this section, please set out briefly:

- Some 1:1 live lessons will be used to meet the needs of children with specific needs
- Some personalised learning packs will be used to support the 1:1 live lessons
- Some children will have the support of an additional adult in the class live lesson
- Learning journeys will be scaffolded to support the needs of the children
- Calls from the SENCo to check in with families and offer strategies of support for children with SEND will be carried out

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?

Teachers will post the learning on Google Classroom daily for individual or small groups for children to access and they will still be able to access their live lessons to work alongside their peers in school. Children will be sent home with a workbook and their pencil case. Children will be expected to upload their work as they would have done in school and feedback will be provided in response.