



# Heatherside Junior School -Remote education provision: information for parents



At Heatherside Junior School, we aim to provide remote learning which is varied, flexible and takes account of the different needs and circumstances of our children and families. As in school, we will use a range of different approaches towards remote teaching and learning through a blend of teaching videos, scaffolded and planned learning tasks, live sessions, website/apps which enable children to practise skills as well as contact forums and email options.

Research\* shows that remote education is most effective when there are clear explanations, planned sequences of learning and opportunities for feedback. This information is intended to provide clarity and transparency to pupils and parents or carers about what we aim to provide for our children 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?

Depending on the amount of notice available, work will be provided either via our Learning Platform (DB Primary) our school website or from work being sent home with the children if notice allows. This work may take the form of a whole school activity on Day 1 in order to allow sufficient time for school based learning to be converted to online/remote.

### 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?

As far as practically possible, our remote curriculum will reflect the curriculum we would be delivering in school. We will continue to offer a broad range of curriculum subjects. However, we have needed to make some adaptations in some subjects. For example,

- PE activities will be indoor based and offer daily activities and exercises
- Some subjects will be delivered as whole school activities which help to practise skills and enable siblings at the school to be able to work together. These lessons/activities will focus on aspects of the curriculum which are relevant to all year groups. Subjects such as French, Music, RE, PSHE and PE will be planned by the teachers who are Subject Leaders for that curriculum area.

## 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. However, we recognise that children work at different rates and that for some families finding time beyond the core learning can be challenging on some days.

Primary school-aged pupils	Approximately one hour of core Maths Approximately one hour of core English An hour of another topic/curriculum area which would have been taught in school, e.g. Science/History/Geography/Art Daily PE activities (15 minutes a day) Daily Spelling/Reading/Tables Practice (15 minutes each) Additional subjects such as RE, Music, PSHE and French each week (45 minutes each) Regular TEAMS live sessions with the classteacher Weekly live Assembly for each year group Additional whole school challenges and activities
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## Accessing remote education

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

The children will access their learning via DB Primary via their own login

Class sessions with their teacher will be held via Microsoft TEAMS. All children have a school email account.

Whole year group assemblies will be held via Zoom and links will be emailed to parents.

Additional information may be shared via the School's website where appropriate/helpful.

### 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:

HJS Remote Learning Strategy January 2021

The School is able to check which children are accessing their learning and submitting their work via DB primary. Where there are concerns that a child/family is having difficulty with remote learning we will

- Talk with the family and help source access to laptops/devices. We liaise with local charities and distribute Government provided laptops based on needs identified in the School's technology access survey.
- Provide laptops and then paper/printer ink for families for whom the school receives Pupil Premium funding
- Offer paper alternatives/workbooks where this would be beneficial.
- Explore 'data' package options and signpost parents to Provider initiatives.

In addition we

- Plan/timetable live sessions at different times for siblings in different year groups/classes to ensure that device sharing does not restrict these children from attending.

## **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:

- live sessions with class teachers via TEAMS
- recorded teaching (e.g. White Rose Maths, ppt, video/audio recordings made by teachers)
- online practise games/apps e.g Times Tables Rockstars, spelling activities on DB Primary
- written instructions to support children through tasks/projects
- printed paper packs produced by teachers (e.g. workbooks, worksheets) if needed
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- whole school challenges/activities to offer broader curricular opportunities
- audio recordings e.g. of class readers/books
- year group assemblies via Zoom

## 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 greatly value the support of parents in helping their child to access their home learning successfully. We want to encourage the children to work as independently as possible and teachers are contactable through the platform/email to respond to any difficulties or concerns as they arise through the teaching day. We expect each child to undertake their work daily as they would in School and we are able to monitor each child's engagement through our learning platform and TEAMS sessions. Where with the child or parent is finding this difficult, the school will

- contact the family to offer support, including technical help where needed
- share the school's expectations of work and work directly with the family to find solutions.

Children are asked to complete their core learning daily and self-assess/upload their work. To support this the School will

- provide a weekly overview for parents in addition to the learning overview shared on the Class Page. This is to help share the week's learning and support parents in planning their child's time
- timetable Teams' sessions and publish these in advance. Office staff in school are on hand to provide remote help where children are experiencing difficulty logging on.

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

Children's engagement will be checked daily by the teacher. If there are concerns, the teacher may contact the family directly or report the concern to a member of the Senior Leadership Team who will get in touch and find ways of working together or provide alternative forms of work. All teachers have a school email address which is shared so that parents are also able to contact them with any queries, questions or concerns.

### 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 and assessment is undertaken mainly through DB Primary in a variety of ways

- Children self-assessing their learning through a traffic light/smiley system as well as a personal comment.
- Teachers providing a written comment to uploaded work and/or traffic light assessment
- Advice/feedback given through the class Forums
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Feedback may also be given through

- Certificates presented in assembly
- Discussions during Class TEAMS
- Other Apps/platforms such as Times Tables Rockstars

## **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:

Support for children with SEND is provided in a variety of ways

- For pupils with an EHCP not in school, remote sessions with LSAs facilitated through TEAMS
- Different learning tasks assigned via DB Primary
- Additional calls/TEAMS for children and parents and support for technology if needed
- Offer of paper based activities/resources where this would be beneficial

## **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?**

On the first day of absence, children may be asked to undertake more generic learning activities via the Learning Platform in addition to any homework tasks set. From Day 2, work will be provided via DB Primary providing the child is well enough to undertake school work. Where possible, TEAMS sessions with the class in school for some core learning will be facilitated

## **Review**

Our approach to Home Learning will be under constant review and new approaches and ways of teaching and learning will be introduced where we believe that these will successfully add to children's remote learning opportunities and experience.

\*Education Endowment Fund