



Harting C of E Primary School

Remote Education Provision: Information for parents

This information is intended to provide a quick overview to parents about what to expect from remote education. **For further details please check the school's Remote Learning policy, found in the policy section of the school website.**

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 (see policy)

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 as much as we can. Planning for home learning is designed to be as accessible as possible for children with the resources commonly available in the home. There may be differing suggestions in subjects, like PE, so the home learners' work is not reliant on being with a group.

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:

Key Stage 1	Minimum of three hours per day including accessing the learning; practising skills; and increasing knowledge
Key Stage 2	Minimum of four hours per day including accessing the learning; practising skills; and increasing knowledge

Accessing remote education

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

Unfortunately, through no fault of the school, we are unable to use Microsoft Teams (as planned). We do, however, offer regular zoom meetings (at least three times per week) where children are taught virtually and feedback given. A timetable for the day is sent by email with details of home learning. These daily timetables provide links to websites, videos and virtual meetings. Additionally, feedback is shared by email.

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 have a small allocation of DfE computers for children, along with a half class set of the school own computers, prepared for use at home. These are loaned to children with inadequate/insufficient devices. Families were surveyed in Autumn 2020 to ascertain levels of need and the school office can be contacted if circumstances have changed since this time, requiring a loan.

Most resources do not need to be printed but in circumstances where there is inadequate wi-fi, packs are provided and work exchanged daily or weekly, as appropriate.

Early readers are given weekly packs of reading scheme books and some maths resources for home use.

How will my child be taught remotely?

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

- Some regular live teaching (online lessons) via zoom with class teacher either as feedback from previous learning, to move thinking on, or to introduce new knowledge/skills. We recognise that for some families live lessons are not always accessible due to demands on wi-fi at certain times of the day
- A mixture of recorded lessons, video/audios, links to commercially available websites and other resources, provided by a range of providers are used. This may include the school's own teaching, Oak Academy, BBC Bitesize, NCTEM, White Rose, Phonics play, etc
- Packs of maths and some other resources plus reading scheme books are shared and exchanged weekly eg whiteboards, pens, number lines, 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?

Children are expected to engage regularly with zoom meetings, as wi-fi and parents' availability allows, and to complete most work. Teaching staff will feedback on specific pieces of work using this method or via email. This may be individually or to groups, as appropriate. Work received informs future planning.

Parents will need to supervise their children but independent work should also be encouraged. Primary aged children need guidance or support in reading the daily timetable and also be provided with opportunities to play between activity and have breaks.

To keep children safe, there is a commitment for parents to be present during zoom meetings but not to become involved unless there is a need to shut down a meeting urgently.

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

Teaching staff will record the amount of work received and the frequency of engagement in zoom meetings. Teachers will review the children's engagement at weekly meetings and inform the Head of any concerns. The approach to poor engagement will vary, depending on the particular circumstances and the child's needs.

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, are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

Children's writing will be reviewed weekly and feedback may be general or specific, depending on need. Maths may be marked at home and assessed through teaching on line. Teachers will review work at least weekly and plan teaching based on their assessments of this learning.

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 those 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:

Some pupils may receive additional contact from the school via virtual sessions or additional links/practice opportunities to consolidate understanding. This may include small group support. Additionally, bespoke or modified resources may be provided to structure learning

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education will be sent as a plan for the day with links and paper resources, which are deemed most appropriate.

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

Written plans will describe activities to support learning for each day, based on class teaching as closely as possible. They will be sent daily by email. Further details in remote learning policy.

We are aware that for working parents, that there needs to be a balance with home learning and demands of work. At times, there may be the need to prioritise the most essential elements of learning to ensure the well-being of members of the family or for other reasons. Please contact your child's class teacher, in the first instance, if this is the case.