

Remote Learning - Information for Parents



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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 bubbles to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this document.

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 our staff take all necessary actions to prepare for a longer period of remote teaching. At Headlands, we also acknowledge that parents may require time to process any initial information sent from school, reassure their child and make any childcare or work arrangements. We also acknowledge that not all pupils will have immediate access to electronic devices and will need to liaise with our office staff to arrange a loan.

WHAT SHOULD MY CHILD EXPECT FROM IMMEDIATE REMOTE EDUCATION IN THE FIRST DAY OR TWO OF PUPILS BEING SENT HOME?

If a year group bubble is sent home from school during the school day, it is highly unlikely that any remote learning will take place that day as school staff need time to get home themselves and adapt their curriculum planning and resources. Parents also need time to make childcare/work arrangements and request electronic devices if necessary. We recognise that a class bubble closure can cause much anxiety and worry for families about work commitments and the impact on finances and childcare so we do not want to add to this pressure by insisting that pupils access remote learning on the first day.

From day two, remote learning education will be offered to the isolating bubble following the guidelines outlined later in this document.

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?

Wherever possible and appropriate, we will endeavour to teach the same curriculum remotely as we do in school and the main emphasis will continue to be upon the development of basic skills in English and Maths. However, we may need to make some adaptations in some subjects. For example, there are resource limitations to some practical lessons such as Science, PE and Music.

REMOTE TEACHING AND STUDY TIME EACH DAY

HOW LONG CAN I EXPECT WORK SET BY THE SCHOOL TO TAKE MY CHILD EACH DAY?

As recommended by the DfE, we expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

EYFS/Key Stage 1	Up to 3 hours per day on average (slightly less for younger pupils)
Key Stage 2	Up to 4 hours per day on average

ACCESSING REMOTE EDUCATION

HOW WILL MY CHILD ACCESS ANY ONLINE REMOTE EDUCATION YOU ARE PROVIDING?

At Headlands, all pupils and parents have been provided with log in details for Microsoft Teams and pupils have been given the opportunity to practise accessing this learning platform alongside their teachers in school. Detailed user guides for Microsoft Teams and the Evidence Me APP (EYFS only) have also been shared with parents via our main school website.

In addition to Microsoft Teams, pupils can still access other online tools such as TTRockstars, MyMaths and Renaissance Reading. The general resources section of the Headlands Learning site (which we used during the March-July 2020 lockdown) also remains live: Headlands CE J I & N School - Learning (headlandscofeschool.co.uk)

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:

- On the first day of the bubble closure, all parents of isolating pupils will be sent a text regarding electronic devices. Parents who require an electronic device for their child are encouraged to respond to the text to arrange a loan of a device which can then be collected from the main school office at an agreed time
- A loan agreement form must be signed by an appropriate adult upon receipt of the electronic device and all devices must be returned at the end of the isolation period
- There may be a small number of cases in which remote learning is not appropriate in meeting the specific learning needs of an individual child. In these cases, class teachers or the school SENDCo/Inclusion Manager will liaise directly with families to arrange for a paper work pack to be collected

HOW WILL MY CHILD BE TAUGHT REMOTELY?

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

The remote learning provision at Headlands will be delivered to pupils through a combination of live and pre-recorded lessons via Microsoft Teams.

EYFS Pupils (Nursery and Reception)

In EYFS, pupils will be invited to access one live teaching session per day (usually a Topic based session) and there will then be two additional pre-recorded teaching sessions for them to view (usually Maths and Phonics). Practical follow up tasks will then be set for the EYFS pupils to complete. These tasks will be explained verbally at the end of each live or pre-recorded session.

KS1 and KS2 Pupils (Years 1-6)

Pupils in Years 1-6 will be invited to join two live teaching sessions every day (usually a 40minute English lesson and a 30minute Maths lesson). There will be other pre-recorded lessons or links to commercially available websites/video clips available for them to access each day to support the teaching of other curriculum subjects. In Years 1-6, there will also be follow up tasks/quizzes linked to taught content for pupils to complete and submit to their teachers

In the case of a whole school closure, the timings of live teaching sessions will be as follows:

ENGLISH

9.00-9.40am - Y5 + Y6

9.45-10.25 - Y3 + Y4

10.30-11.10 - Y1 + Y2

11.15-11.35 - EYFS

MATHS

12.00-12.30 - Y5 + Y6

12.45-1.15 - Y3 + Y4

1.30-2.00 - Y1 + 2

In the case of an individual year group bubble isolation, parents will be advised of timings for live sessions within the first 24 hours of the closure. These may differ to the timings specified in the event of a whole school closure.

Live praise assemblies will take place every Friday to celebrate children's work.

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 Headlands, we have written the following protocols for all pupils to adhere to when engaging with remote learning:

- All children will be expected to attend the daily live sessions alongside other pupils in their year group (although these sessions will be recorded for pupils to access in the event that they miss the live session). Children will be able to access all other pre-recorded lessons/activities in any order they wish and at a time which is convenient to them and you.
- Children will be expected to complete all tasks (assignments) set for the day and when possible these should be submitted throughout the day as they are completed (as they would do in class). Preferably, all tasks should be submitted by 4:00pm and no later than 6:00pm (via Teams for pupils in Y1-6 and via Evidence Me for pupils in EYFS). This will enable teachers to mark tasks and issue feedback either the same day or the following morning. Children will not be able to submit tasks the next day.
- The chat function will be disabled in Teams, however parents and pupils will be able to leave comments on posts for the activities they are accessing. These comments must be appropriate to the learning task. This feature is not to be used for the children to communicate with each other through the use of either text or emojis. Any inappropriate messages will be passed onto the senior management team and dealt with accordingly.
- While children are watching a live lesson, we recommend that they are sat in a quiet room and their microphones must be set to mute. If the child wants to ask a question during a live lesson they can use the 'raise hand' button and the teacher or teaching assistant will know they are waiting. Teachers do have the ability to set the pupils' microphones to mute.
- In order for the teachers to maintain visual contact with their pupils, we expect pupils to have their cameras turned on during live lessons (as long as there is a camera function on the device that they are using). This will mean that the children are able to see themselves on the screen as well as the other pupils and staff involved in the lesson. This should help the children to continue to feel connected to their friends and teachers during any closure period. Pupils will be expected to behave appropriately during the live lesson and any incidents of inappropriate behaviour (such as face pulling) will be dealt with accordingly.
- Pupils must be appropriately dressed when engaging with a live lesson (i.e. no pyjamas).
- It is important that pupils have as few distractions as possible during the Remote Learning experience. Therefore, we recommend that pets are removed from the room where the child is sat. Mobile phones should not be accessed by pupils during a live lesson.
- Remote lessons (live or recorded) must NOT be shared electronically or otherwise. This will be a breach of our Acceptable Use Policy and will be dealt with accordingly.

At Headlands, we expect parents to reinforce the importance of working safely online. Parents should make their child aware that anything they do or post on Teams will be monitored by the class teacher, IT Manager and senior leaders.

HOW WILL YOU CHECK WHETHER MY CHILD IS ENGAGING WITH THEIR WORK AND HOW WILL I BE INFORMED IF THERE ARE CONCERNS?

Teaching assistants will support class teachers in completing a register of attendance at the end of each day and each child's level of online engagement will be recorded in terms of how much work they have submitted for feedback and the quality of this in comparison to their normal standard of work.

Where there are concerns about a child's engagement, teaching staff or senior leaders will attempt to conduct a COVID welfare call to parents to discuss the situation.

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:

- Verbal feedback may be given during live lesson teaching as and when appropriate
- Daily written feedback will be given by class teachers and teaching assistants in response to submitted tasks and pieces of work. Maths and English work will be marked in more depth and is likely to provide pupils with next steps comments to help them improve their work further
- Some feedback may be automated on Microsoft Teams so that the pupils receive an instant response

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:

- Pupils with Educational Health Care Plans (EHCPs) will receive a weekly phonecall from the SENDCo who will offer support/advice as necessary
- Some pupils may receive a bespoke paper learning pack if this is deemed to be more suitable in meeting their individual needs. This will be agreed between parents and school staff
- Work available for pupils to access online will be differentiated as much as possible and teachers will be responsible for liaising with parents to ensure that pupils complete the work which is most suitable for their individual needs and abilities

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?

Where individual pupils are self-isolating from their peers, remote learning for them will still consist of meaningful, ambitious work which is broadly in line with what the rest of their cohort will be covering in school.

Isolating individuals will be able to access assignments/quizzes/video clips etc via their year group area on Microsoft Teams but there will not be any live lessons for them to join. Pupils will still be able to submit completed work to their class teachers for daily feedback.

In most cases, work for isolating individuals is likely to start from their 2nd day of absence once class teachers have had time to adapt and prepare curriculum resources for them.

Class teachers will aim to carry out a COVID welfare call once a week to self-isolating individuals.