

Remote Learning Policy

Frequently Asked Questions

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?

In this instance, we would ask children to complete the work in the 'Remote Learning' section of Google Classroom. In this section of Google Classroom, there should be 10 different Maths and English lessons for the children to complete. If a child has completed this work, parents will need to contact school to make their class teacher aware that more work is needed. Teachers will need to be monitoring this also.

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 may need to make some adaptations so that the lessons can be completed via Google Classroom. Teachers will need to provide pre-recorded lessons and provide feedback to the children when they have completed the work via Google Classroom.

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 1	3 hours a day on average across the cohort, with less for younger children
Key Stage 2	4 hours a day

Accessing remote education

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

For EYFS, remote learning will be done via Twitter. You will need to follow @HeygarthF1 for Foundation 1 and @F2applescherri1 for Foundation 2.

From Year 1 - 6, remote learning will be provided via Google Classroom. If your children require the log in information or password resetting, please contact the school office.

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:

If you require laptops or devices to access the work provided you will need to contact school. School are able to provide iPads or laptops and you will need to collect them from school. These will be provided on a first come first serve basis and parents or carers will need to sign an agreement. These items will then need to be returned to school on the day the child returns to school so they can be placed in quarantine before they are lent out to another pupil.

School has been provided with 20 data only SIM cards and these can be used to access the internet if you do not have access to the internet at home. Please contact the school office if you want a SIM card to use.

With this in place, children should not need to access any printed materials and should be able to submit the work online. If parents experience any problems, please contact the school office.

How will my child be taught remotely?

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

Depending on the lesson, we would use a variety of:

- Pre-recorded teaching made by teachers;
- Recorded teaching (e.g. Oak Academy);
- Commercially available websites including video clips or sequences;
- Long-term project work and/or internet research activities.

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?

Parents/carers are asked to:

- Reiterate the importance of remote learning to their children;
- Provide a suitable space in their home where their children can concentrate on their remote learning;
- Establish a remote learning routine e.g. set time / no television;
- Go through the remote learning before their child starts and discuss the completed work when finished;
- Find time to work with their child or be at hand if a problem arises;
- Discuss, encourage and praise their child's efforts;
- Contact the school (via the school office or Google Classroom) if they are not sure of some aspect of the remote learning or if their child is experiencing difficulties in doing it.

Pupils are asked to:

- Complete their remote learning on time and to the best of their ability;
- Ask a member of staff/class teacher if they are unsure on any aspect of the work set via Google Classroom.

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

Teachers are to attempt to make contact with all pupils in their class every 2 weeks via a telephone call when in school or from a withheld number. Contact should be polite and encouraging. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly. We believe our parents will be doing their best.

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:

In EYFS, staff respond to tweets left by parents saying how well a child had completed an activity and also giving a next step - this is for every activity completed and is individual feedback personalised to each child. 1 teacher responds whilst the other teaches.

From Year 1 - 6, teachers should make a comment on the child's submitted work and return it to the child. This should be for every piece of work that is submitted.

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. For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. 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:

- Increased contact with the parents and/or pupil.
- Personalised work and/or strategies laid out in previous paperwork.

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?

Level 1 or Level 2 is where somebody within a pupil's household is awaiting a test result or has tested positive and they have to isolate for 10 days. The expectation of pupils at Level 1 and 2 will be to complete the work set in the 'remote learning' section of Google Classroom. In this section of Google Classroom, there should be 10 different Maths and English lessons for the children to complete. If a child has completed this work, parents will need to contact school to make their class teacher aware that more work is needed. Teachers will need to be monitoring this also as they will be made aware of any pupil at Level 2.

Level 3 and Level 4 is where a closure of a bubble in school or national lockdown will take place and all adults and children will be required to work from home. The expectation of pupils at level 3 and 4 will be to complete the remote learning provided by their teachers. On the first day or two, the children will need to complete work from the 'remote learning' section in Google Classroom. After this, the work set will then be personalised in order to continue the pupil's progression through the curriculum. Teachers will need to provide pre-recorded lessons and provide feedback to the children when they have completed the work via Google Classroom. Parents will need to contact school if their children do not have the technology to complete their work as school would be able to support the pupil with a device or iPad.