



## Hovingham and St Hilda's, Ampleforth CE VC Primary Schools Federation (January 2021)

Information for Parents about our remote education



The information within this document is kept under ongoing review and will be updated as and when our offer/expectations change. We also reserve the right to respond quickly and dynamically to any unforeseen and unpredictable circumstances that may present themselves.

## 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?

In the event where there is notice prior to closure pupils may be sent home with tasks to complete. Pupils may receive assignments to complete via Teams. A flexible approach will be needed and this will be communicated to all parents via email /letter. Any parent who is unsure should contact Mr Pynn headteacher@hshafed.uk

### 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 PE, Music and Design Technology.

## 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. There are minimum requirements:

Key Stage 1	3 hours
Key Stage 2	4 hours

Our offer is designed to at least meet the minimum requirements. We know that tasks may take different children varying lengths of time to complete. In the event that tasks are appearing too short or too long we ask that parents contact their child's class teacher.

## Accessing remote education

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

Microsoft Teams (see instructions for access on our websites.)

### 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 or lend laptops or tablets to pupils. Parents should contact Mr Pynn [headteacher@hshafed.uk](mailto:headteacher@hshafed.uk) for further details.
- Parents encountering difficulties with internet connectivity should also contact Mr Pynn
- If families do not have online access and require printed materials, families are asked to contact Mr Pynn to discuss this.
- Where pupils are unable to submit work to their teachers if they do not have online access, families are asked to contact Mr Pynn to discuss this.

### How will my child be taught remotely?

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

- . Some examples of our remote teaching approaches:
  - Live teaching (online lessons) – there are limitations to our ability to provide this largely based on connectivity.
  - recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
  - printed paper packs produced by teachers (e.g. workbooks, worksheets)
  - textbooks and reading books pupils have at home
  - commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
  - long-term project work and/or internet research activities (we aim to make minimum use of this)

## **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 know that this is a challenging time for every family and that for a variety of reasons not all families can work the same or to the same timetable

- We expect pupils' engagement with remote education each day, Monday to Friday during term time. Pupils should attempt the assignments that they are set, turn them in for feedback where this is required and respond accordingly where teacher feedback indicates further work is required.
- We expect parental support in ensuring pupils' engage in home learning, for example, in setting routines to support children's education.

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

- We will check pupils' engagement with remote education on a daily basis (Monday to Friday) during term time. This will include monitoring who accesses and turns in assignments.
- Each family will receive a weekly telephone conversation from their child's class teacher. Concerns about pupil engagement will be raised then and/or at other times by telephone or email by the headteacher.

### **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 flexible approach to feeding back on pupil work is as follows:

- We will provide individual feedback on certain tasks. This may indicate that the pupil should make a further response to the initial task before they resubmit it.
- We will make use of whole class feed-back.
- We will make use of quizzes and competitions.

## **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:

- We will work with families to deliver remote education for pupils with SEND by providing appropriately differentiated or targeted tasks.
- We teach primary school-aged pupils and we will work with families to deliver remote education for younger pupils, for example those in reception and year 1 by providing appropriately differentiated tasks that include resources readily available at home.

## **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?**

We will ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback. It is our intention that this offer would be sent via Teams assignments. Whilst teaching staff would provide feedback each day this would be less frequent than if all / the vast majority of pupils were working remotely.