

Remote Education: Provision for Parents

Remote education provision: information for parents

This information is intended to provide clarity and transparency for pupils, parents and 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 when individuals are isolating please scroll to the end of this section.

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 **Nursery**, a suggested activity will be posted on Tapestry.

In **FS**, activities will also be posted on Tapestry. This will include phonics, Maths activities as well as learning through play

In **Years 1 – 6**, children will be expected to read and participate in the learning uploaded to the Google Classroom. This will be the work that has been planned to be taught over the next two days.

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 will teach the same curriculum in school wherever possible and appropriate. We may need to make some adaptations to lessons in subjects such as PE, Science and Music where special equipment is required, in order to make the learning more accessible to those learning remotely.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

In accordance with Government guidelines, the remote education provided will take pupils broadly the following number of hours each day.

https://dfemedia.blog.gov.uk/2021/01/08/what-should-remote-education-look-like-how-can-your-child-learn-remotely-if-you-dont-have-a-laptop-we-answer-your-remote-learning-questions/?utm_medium=email&utm_source=govdelivery

Nursery	1/2 hour Optional story time and Early Phonic activities available
Foundation Stage	1 1/2 hour core provision and optional learning and choosing activities
Key Stage One	3 hours Core provision and foundation subjects
Key Stage Two	4 hours Core provision and foundation subjects

Accessing Remote Education

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

Nursery and Foundation Stage	All work will be accessed through Tapestry.
Years 1 - 6	Each pupil will have access to the Google Classroom

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 loan IT equipment to families where possible through our DEVICE LOAN scheme;
- If families require IT equipment, they should contact adminoffice@hordle.hants.sch.uk with LOAN DEVICES in the subject title of the email and a member of the admin team will be in contact;
- Any families that do not have internet access will be able to collect a paper pack. Simply contact adminoffice@hordle.hants.sch.uk with the subject PAPER PACK and a member of the team will let you know when it is ready to collect;
- Any pupils that are unable to submit their learning online, can hand it in using the black, school post box on a FRIDAY. It will then be marked by teachers the following week. Parents will be able to collect the marked work the following Friday.

How will my child be taught remotely?

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

- Recorded lessons (video/audio recordings made by teachers from Hordle CE Primary School and other sites such as Oak National Academy);
- Work set on Google Classroom
- Textbooks and reading books pupils have at home
- Reading materials provided for KS1 through the Hordle Book Exchange Scheme (phonic books)
- Reading materials provided through: Oxford Reading Buddies (R – 6), Reading Plus (Yr 6) and Century AI Years 3 – 6);
- Commercially available websites supporting the teaching of subjects, such as BBC Bitesize.
- Century AI - work set at the child's level which adapts to their errors and personalises their learning journey (for KS2 pupils only)
- Printed paper packs produced by teachers (for those without wifi access only)

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?

- It is helpful for families to maintain a regular, familiar routine. Therefore, we highly recommend a routine, daily timetable with daily English (reading and writing) and Maths prioritised in the morning and foundation learning after lunch.
- We would encourage parents to support their children's learning , including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.
- We ask that parents monitor children's online engagement and ensure parental controls are in place to restrict access to any inappropriate sites.

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

- We will monitor the engagement of pupils on a daily basis by keeping a log of work completed;
- Pupils are expected to hand in core learning (English and maths) by 3pm each day.
- If a child has not submitted any core learning within two days, then a phone call will be made to the family;

How will you assess my child's work and progress?

Nursery & Foundation Stage	Individual comments will be made on Tapestry
Key Stage 1 & 2	Individual comments will be made on Google Assignments.

Pupils can expect to receive comments on core learning within 24 hours.

Pupils will receive comments on foundation subjects by the end of the week.

Work may be assessed using the following methods:

- A teacher comment
- A numerical score
- A quiz assignment

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 EHCPs or pending EHCPs will be contacted and offered 5 day provision in school
- We will contact families to set up interventions which will be taught using 1:1 live teaching for FS – Yr 6;
- We will provide differentiated materials, where appropriate;
- Small group sessions with live teaching for pupils who would usually access TA support;
- Hard copy activity packs put together under the supervision of the SENCO, with work, games, reading books and activities tailored to the child's level

How will you deliver remote education to younger pupils, such as those in Foundation Stage and Year 1?

- Younger pupils, such as those in Foundation Stage and Year 1, are grouped according to their need for phonics and reading so will be able to access pre-recorded phonics lessons which have been tailored to their child's needs;
- In Early Years, children who are identified as having speech, language and communication needs, will be able to access pre-recorded games to develop skills;
- In Foundation Stage, the children will develop their fine and gross motor skills, using occupational therapy inspired videos and activities (hand gym);

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?

- Children who are self-isolating when the majority of pupils are in school will still receive remote provision;
- The resources for lessons which are being taught in school will be made available to the children and their families;
- As all school staff will be in school, we will NOT be able to provide recorded lessons or live teaching;
- Children will receive contact from a member of school staff on the first day of their self-isolation to explain where to find the relevant resources for their phase team; these will be shared using the platform most familiar to the children, e.g. Tapestry or Google Classroom;
- If they are well, children are expected to complete their work and submit it by 3 pm each day. A member of school staff will comment on the core work within 24 hours and the foundation subjects by the end of the week.
- The remote provision will be, wherever possible, the same learning as the children in school.