

# **Remote Education Provision**

## **A Guide for Parents**

### **Hardy Mill Primary**



## **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 bubbles or entire cohorts 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 we take all necessary actions to prepare for a longer period of remote teaching.

#### **What should my child expect from remote education on the first day or two of pupils being at home?**

For the first day or two of remote education, children will be set at least one English activity, one maths activity and one activity from another subject. These activities will not be supported by teacher pre-recorded videos until the second day of remote education at the earliest.

#### **From the third day 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 teach the same curriculum remotely as we would do in school. However, we may need to make some adaptations in some subjects. For example, where lessons being taught require resources which may not be available to children at home (such as art resources e.g. clay or pastels, or geography resources e.g. maps and atlases), alternative learning will be provided.

## **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:

<b>Nursery and Reception</b> Crompton and Dibnah 1 and 2	A minimum of two hours  Timetables with suggested timings are available on Tapestry
<b>Key Stage 1</b> Kay, Kenny and Lancaster	A minimum of three hours  Timetables with suggested timings are available on Showbie
<b>Key Stage 2</b> Devey, Heathcote, Leverhulme, Lofthouse, Hamilton and Rostron	A minimum of four hours  Timetables with suggested timings are available on Showbie

## **Accessing remote education**

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

Nursery and Reception children - access Tapestry online learning platform daily and Microsoft Teams for a live assembly each week.

Key Stage 1 and 2 children - access Showbie online learning platform daily and Microsoft Teams for a live assembly each week.

## **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 number of laptops available to our families which may be borrowed from school. We ask parents/carers to contact the school office ([office@hardymill.bolton.sch.uk](mailto:office@hardymill.bolton.sch.uk) or on 01204 333770) to discuss their needs.
- As an alternative to digital or online access to remote education, parents can request printed materials by emailing their child's class teacher or by speaking with the school office.

## **How will my child be taught remotely?**

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

- Video lessons recorded by the teacher;
- Appropriate PowerPoints and video clips;
- Printed paper packs produced by class teachers (upon request from parents);
- Resource packs to support children with their learning at home including reading scheme books;
- Specific activities using Bug Club, LbQ and MyMaths as appropriate;
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences;
- Weekly live celebration assemblies and story times for each year group;
- Live 1:1 readers and small intervention groups where needed and identified by class teachers.

## **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?**

School expects children to:

- Be contactable during the school day
- Complete work set by teachers
- Seek help if they need it via their online platform as there is a teacher available from 9.00am to 3.30pm to support each day
- Alert class teachers if they're not able to complete work

School expect parents to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it so that teachers can work in partnership with parents to support children's learning
- Be respectful when making any complaints or concerns known to staff
- Where requested, return completed paper pack work each week to the school office

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

Allocated teaching staff are supporting remote learning throughout the school on either Tapestry or Showbie. These staff are able to check pupils' engagement with remote education by monitoring work submitted and/or posts made.

Engagement is recorded weekly and a log is kept. Any children identified as a concern will initially be contacted by a member of staff to discuss why there has been no engagement and how we can help to overcome any barriers. If there is no improvement in engagement, the head teacher will be in contact to discuss further strategies.

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

Allocated teaching staff are supporting remote learning throughout the school on either Tapestry or Showbie. These staff will be responsible for providing feedback on children's learning. Feedback on work will be provided within 2 days of it being submitted and wherever possible by the following day.

Feedback is given individually through the platform either by text comment or recorded message. Feedback may consist of:

- an individual general comment of encouragement and/or praise.
- a comment that identifies next steps for the child to extend their learning further.
- individual feedback for a piece of longer written work or if a child has gone above and beyond to produce an exceptional piece of work. The comment may acknowledge something specific that has been achieved or completed.

## **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) or younger aged children in Year 1 or Early Years, 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:

- Working collaboratively with individual families putting in place reasonable adjustments to deliver an ambitious curriculum appropriate for the level of need for each child.
- Providing access to bespoke lessons and resources online or in a printed paper pack.
- Lending out equipment and resources from school to support learning at home.
- Utilising Teams to read with children 1:1 or in a small group maths/English interventions where required and appropriate.

## **Remote education for self-isolating pupils**

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

In this instance, where the child's class and class teacher are in school and an individual child is required to self-isolate, provision will differ to that outlined above. Due to the challenges of teaching pupils both at home and in school, the provision for remote learning on these occasions will reflect that.

There will be no pre-recorded videos by the class teacher and school cannot guarantee that a member of staff will be available for questions on the online learning platform throughout the school day. Curriculum content will remain the same as the learners in school are receiving, as far as is reasonably possible.

The collation of work and communication with the parent will be coordinated, managed and led by the child's class teacher. Class teachers can be contacted via their school email if a parent requires any support with remote learning during a period of self-isolation for their child.