

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.

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?

- 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 such as PE, Music and Art, which are practically based. This does not mean these won't be taught but they will need to be taught in a way that transfers to remote learning.

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 per day
Key Stage 2	4 hours per day

Expectations for remote learning videos

- 1) Upload exactly **5** pieces of work per day onto portfolio (to ensure consistency across school)
- 2) Follow updated expectations for videos:
 - **direct modelling and teaching of key skills/ addressing misconceptions** as you would in a live lesson for maths, writing, phonics, spelling and SPAG, non-core etc. (link to learning skill and top tips)
 - **teacher's face must be in the video for the children to see**
 - encourage pauses in the video (e.g. "press pause and think about/ have a go at..." to encourage children to think/complete tasks)
 - upload the expected number of videos per day (see below)

Expected number of videos per Key Stage:

Key Stage	Number of videos per day
EYFS	2-3
KS1	3
KS2	4

Accessing remote education

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

At Harpenden Academy:

- We use the two digital platforms of Tapestry (Reception) and Class Dojo (KS1 and KS2) to set and monitor the work for the children.

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:

At Harpenden Academy:

- We can issue laptops / Kindle Fire to families who have no form of remote access. The parent will need to sign an agreement undertaking to return the equipment once lockdown/ isolation has been completed. This information is passed to the parent via the class teacher.
- The platforms that we use are both accessible via mobile phones and we have the ability to apply for additional data for families who are Pupil Premium.
- For pupils are unable to access remotely then the school will provide paper copies of the work for the children. This will be delivered to their homes. The subsequent work can be delivered to school either by hand, via another parent, post or collected when the next set of work is collected.

Pupils can submit work to their teachers, if they do not have online access, by delivery to school either by hand, via another parent, post or collected when the next set of work is collected.

How will my child be taught remotely?

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

Below is the range of approaches used to teach pupils remotely.

- live teaching (online lessons)
- recorded teaching (e.g, video/audio recordings made by teachers in the main but also other recorded teaching such as. Oak National Academy lessons)
- 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

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?

Our expectation is as follows:

Step 1:

Staggered Registration via Zoom

- Send Zoom link out via Dojo Class Story

Step 2

Hold virtual register on Zoom (live learning) and brief children for the day (15-minute session).

EYFS	10am
Year 1	9.45am
Year 2	9.30am
Year 3	9.15am
Year 3/4	9am
Year 4/5	8.45am
Year 5	8.30am
Year 6	8.15am

Step 3

- All work submitted on Dojo that day (before 3pm) will be marked the same day.
- Post a Zoom link for the story time around lunch time.

Step 4

- Live bubble story time session via Zoom (Key Stage leaders to co-ordinate timetable for who is leading between Teachers and TAs).

EYFS	3.10 – 3.20pm
Year 1	
Year 2	
Year 3	3-3.10pm
Year 3/4	
Year 4/5	2.50 – 3pm
Year 5	
Year 6	

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

- The teachers check in with their children at the start and end of the day, on a daily basis, to check on pupils' engagement with remote education. The work sent in via class Dojo is checked daily. If the children do not appear on the registration zoom in the morning, the office is informed and the parents are called so we can offer any support that may be needed.
- The teachers monitor the work on a daily basis. If no work or limited work is returned the teachers call the parents directly to discuss any issues or concerns the family may be having in completing the remote learning. The staff call vulnerable families on a bi-weekly basis to touch base with the parents and to ensure that any difficulties can be overcome.

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:

At Harpenden Academy:

- All work will be approved and acknowledged using a 'like'. More detailed feedback will be provided, where needed, to each child remotely using Class Dojo/Tapestry on the day of submission if before 3pm by the Class Teacher and/or Teaching Assistant. Pupils will receive feedback on their work. The feedback will include "next steps" for the children and will address any "misconceptions". If the teacher feels that there is a significant number of children who have the same misconception then a clarifying video may well be created. Marking and feedback will be daily.

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:

Reasonable adjustments for pandemic

- DFE says: Vulnerable children need to include EHCP, no devices and connectivity at home, at risk, LAC, CP, CIN, Young carers. All allowed to attend full time, if parents want them to.
- Schools have a legal duty to try and maintain EHCPs throughout and each taken on a case by case basis and where possible co-production with families/adjustments.
- Schools need to deliver a broad/balanced curriculum which includes support for pupils with SEND – in a way that works for their school.
- Teachers provide remote learning complete with the levels of differentiation variation within the classroom. The video created are focused on active learning and active listening as well as a social interaction approach for SEND children. The teachers still have a high but realistic expectation of what is reasonable to achieve for the SEND children.
- Best endeavours will be made to meet a child's needs e.g. differentiated online work, additional resources, where possible, such as working walls, word mats or visual aids. Ultimately, this might include pre-teaching or some bespoke intervention and support short videos for some subject areas/child. If additional resources were used in school we will try to get them to the home e.g. slopping writing desk, wobble chairs. In addition to this parents will be made aware of ways to support their children with movement breaks or Zones of Regulation if this was something that worked well for them in school and should be extended to the home environment.
- In addition to this the INCO contacts vulnerable families to see if everything is OK or need any additional support according to the risk level – e.g. 3 times a week, Weekly or fortnightly. Families can move between risk levels so they are constantly being monitored. Visits to families if no contact able to be made or if no contact then authorities informed as following missing person rules.
- Teachers are also monitoring work handed in online and any children they are worried about are discussed with the INCO for further advice. This will then trigger *adaption of work, a phone call, Class Dojo message for bespoke advice.*

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?

The class teacher will communicate with the parent on the first day of isolation to set work as per the class timetable for that day. Work will be set and responded to on Class Dojo/Tapestry daily.