

Remote education provision: information for parents

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This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if 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?

Remote education will be provided through our Remote Learning platforms. As we have been using these platforms since September for homework, pupils and parents should already be familiar with these platforms. In EYFS pupils use Tapestry, in Years 1-3 SeeSaw, and in Years 4-6 Google Classroom. Where pupils do not have access to the resources to access these learning platforms, we will endeavour to provide a device (e.g. laptop, tablet) or provide workbooks and printed work.

### 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.

**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:

* EYFS: 2 hours a day
* Key Stage 1: 3 hours a day
* Key Stage 2: 4 hours a day

## Accessing remote education

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

We are using the following on-line remote platforms:

* EYFS: Tapestry
* Years 1-3: SeeSaw
* Years 4-6: Google Classroom

We have chosen these platforms as we feel they are accessible and appealing to the children in these different age groups. The platforms can be accessed via your child’s Year Group page on our school website:

http://www.holymeadp.bristol.sch.uk/web

### 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 the start of Term 1 2020-21 we began collecting information about pupils’ access to the resources they would need at home to enable them to access our online learning platforms. Using this information, we have already contacted parents and carers who we believe may need to borrow a device (e.g. laptop, tablet) in order for their child to access our online learning platforms and have arranged to loan out school devices accordingly.

We have a limited supply of devices that we are able to loan to pupils who are working remotely during lockdown/isolation through our Device Lending Scheme. We will continuously monitor pupil’s engagement on our remote learning platforms which will enable us to: (i) identity pupils who are unable to engage due to a lack of a device (ii) contact parents/carers to arrange for the pupil to borrow a school device. Alternatively, we have made parents aware that they can contact the school office to arrange to borrow a device if they do not have the necessary resources at home.

When borrowing devices parents/carers will be asked to sign a loan agreement. Please contact schools office for details:

office@holymeadprimary.co.uk

Where we have been able to identify, through consultation with parents/carers, that pupils do not have access to broadband/Wi-Fi we will provide workbooks and/or printed work. In such instances we will work with individual parents/carers to arrange the collections and dropping off of pupil’s work. The school may be able to support pupils with WiFi access through government schemes. Please contact the school office for details.

### How will my child be taught remotely?

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

We will be using a range of resources and techniques to deliver remote learning via our remote learning platforms. Our remote learning approaches include:

* Learning will be set daily via our on-line remote learning platforms (Tapestry in EYFS, SeeSaw in Years 1-3, and Google Classroom in Years 4-6).
* Recorded teaching: video/audio recordings made by Holymead Primary teachers.
* Recorded teaching: video/audio recordings from other sources e.g. Oak National Academy lessons.
* PowerPoint slides with teacher explanations, modelling, and examples.
* Diagrams, pictures and illustrations.
* Texts: including extracts and examples.
* Online quizzes and games
* Teacher feedback via the live teacher/pupil chat facility. This enables children to ask their teacher for guidance and support.
* Live pupil chat facility: this allows pupils to interact with their peers and discuss their work (Years 4-6 using Google Classroom).
* Teacher feedback and assessment for completed work.
* Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
* Printed paper packs produced by teachers (e.g. workbooks, worksheets) where pupils do not have access to on line remote learning platforms.
* Live weekly catch-up sessions led by class teachers via Zoom focusing on pupils’ wellbeing.

## 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 recognise that there are numerous factors that will determine both pupils’ capacity to engage with remote education and parents/carers capacity to support their children in engaging with remote learning. Where parents are experiencing specific barriers to their child’s ability to engage with remote learning, parents should contact the school and discuss these issues with their child’s teacher (or another member of our teaching staff).

We have been asked by the Dfe to provide pupils with a minimum amount of remote learning each day. In the first instance, we would expect the majority of pupils, who are not encumbered by barriers in accessing remote learning, to complete all the learning activities set each day. If this is not possible, for whatever reason, pupils and parents should priorities their learning as follows:

**EYFS**

* Phonics
* Reading
* English and Maths lessons
* Wider Curriculum lessons e.g. topic, RE, PE etc

**KS1**

* English and Maths lessons
* Phonics
* Reading
* Times tables Rockstars/Numbots
* Wider Curriculum lessons e.g. Music, Art, Science, History, Geography etc

**KS2**

* English and Maths lessons
* Reading
* Times tables Rockstars
* Wider Curriculum lessons e.g. Music, Art, Science, History, Geography etc

In EYFS most children will require support from parents/carers in accessing remote learning. We would ask that Parents/carers support their children in the following ways:

* Help children find a quiet space to complete reading and writing activities
* Access tasks on Tapestry and facilitate the activities provided
* The majority of pupils will need support to complete activities set but parents are asked to encourage children to be as independent as possible
* Encourage independence in looking at books and practising writing (words and numbers) independently
* Ensure work submitted reflects the ability of the child completing the task (to enable teachers to provide developmental feedback)

In KS1 most children will require support from parents/carers in accessing remote learning. We would ask that parents/carers support their children in the following ways:

* Help children find a place to work and encourage children to attempt the activities set
* Check that children are able to access remote learning
* The majority of pupils will need support in using strategies for calculations in Maths
* Some pupils will need support in using phonics for reading and writing.
* Encourage children to attempt the work set as independently as possible
* Ensure work submitted reflects the ability of the child completing the task (to enable teachers to provide developmental feedback)

In KS2 the majority of pupils should be able to access the remote learning provided independently. We would ask that parents/carers support their children in the following ways:

* Help their children find a place to work.
* Check that children are accessing remote learning, preferably at the times suggested in our daily timetable.
* Check that children are completing and submitting the tasks they have been asked to do.
* Encouraging children to use the live chat function to ask their teachers for support and guidance.
* Discuss their child’s work with them; a daily catch up talking about what they have been doing is a really good idea.
* Find time to support their children if the as for their parents/carers help. We recognise that this may only be able to take place after a parent’s/carer’s working day has ended.

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

Teachers will monitor pupil engagement by reviewing the pupil activity logs in each remote learning platform. Where pupils have (i) not been accessing the remote learning platform or (ii) accessing the remote learning platform but not completing work, teachers will call parents to discuss pupils learning and offer support to help pupils access the remote learning (e.g. arrange for pupils to borrow a device, provide printed copies of work, provide guidance with accessing the remote learning platforms, provide guidance with how to complete the work set). Teachers will also review the quality and quantity of pupil’s work and will also phone parents if the standard of work is below that expected for that pupil.

**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:

**Years 4-6**

Teachers will be available at the following times daily to respond to pupils’ questions and offer them support with their work via the live teacher/pupil chat facility.

* 9.30am – 10.30am
* 11.00am – 12.00pm
* 1.00pm – 3.20pm

This enables children to ask their teacher for support and guidance. Teachers will review work submitted by pupils between 9.30am and 3.20pm. Work submitted after this time will be acknowledged but not marked in depth. Feedback will be provided as follows:

* English – Teachers will review work via the live chat function. This will include addressing spelling errors (up to 5 in any one piece of work), providing written feedback on what the pupil has done well, and areas for development. Teachers will review all English work submitted within the specified timeframe and address misconceptions and errors through both whole class feedback and with individual pupils where the teacher has identified a specific need.
* Maths – Teachers will review Maths work submitted withing the specified timeframe. Teachers will provide feedback via the live chat function indicating if pupils’ work is correct, mostly correct, or where there are few/several errors. Where there are errors teachers will direct pupils to complete one correction in any one piece of work. Teachers will review Maths work submitted within the specified timeframe and address misconceptions and errors through both whole class feedback and with individual pupils where the teacher has identified a specific need.
* All other subjects – Teachers will review work in other subjects submitted within the specified timeframe and address misconceptions and errors through both whole class feedback and with individual pupils where the teacher has identified a specific need.

**Years 1-3**

All work submitted by pupils between 9.30am and 3.20pm, will be reviewed by teachers that day. Work submitted after this time will be acknowledged but not marked in depth. Feedback will be provided as follows:

* English - Teachers will provide individual feedback to each pupil submitting their work within the specified timeframe. Children will receive 2 written comments each week. Teachers will provide acknowledgement of all work that has been submitted. Teachers will provide whole class feedback as part of their daily lessons.
* Maths - Teachers will provide individual feedback to each pupil submitting their work within the specified timeframe. Children will receive 2 written comments each week. Teachers will provide acknowledgement of all work that has been submitted. Teachers will provide whole class feedback as part of their daily lessons.
* All other subjects - Teachers will provide acknowledgement of work that has been submitted. Teachers will provide whole class feedback as part of their daily lessons.

**EYFS**

Teachers, and LSAs, will respond to pupils’ learning in writing via tapestry. Parents and carers will need to relay this feedback to their children. Individual feedback will be provided to address incorrect letter and number formation and to extend children’s learning in different Areas of Learning. Teachers will contact parents every two weeks via telephone to check how well remote learning is progressing for their child and to provide any support that will be needed for this.

**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:

Since introducing our Remote Learning platforms in September 2020, we have been supporting pupils and their parents/carers in accessing these platforms at school and in their homes. We will continue to support all pupils and their parents/carers in accessing remote learning. This support will include:

* Contacting parents/carers where we know that additional support may be required.
* Daily review of activity logs to monitor pupil’s engagement and contact parents/carers to offer support where engagement is low.
* SENDco to monitor provision for SEN pupils working at home and contact parents to offer support where a need has been identified.

## 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.

We have been considering how we can support those pupils who are temporarily unable to attend school due to the need to self-isolate (in relation to coronavirus. We want to do all that we practically can to support pupils in continuing their learning whilst they are at home and there are many pre-prepared resources parents/carers can access with their children.

**What resources should I use?** We would suggest that pupils working from home at this time access the following resources:

* BBC Bitesize
* Oak National Academy
* Times Tables Rockstars
* Holymead Primary Year Group Spelling Lists

**How should I decide which lessons my child should do?** Pupils should try to do at least one English and Maths lesson each day. Talk to your children about which lesson(s) to do each day. We would suggest that you prioritise lessons in the following way:

* Areas of learning that pupils have already been taught but where they feel they need more practise.
* Areas of learning from their previous Year group that they can’t remember learning.
* New areas of learning that is of particular interest to them.

If you feel it is appropriate you can also explore lessons from the wider curriculum such as Art, Computing, History etc.

**BBC Bitesize -** BBC Bitesize contains a vast array of lessons and activities for all subjects. It now includes a range of ‘Primary Catch Up’ Lessons; this is a good starting point for pupils.

<https://www.bbc.co.uk/bitesize/primary>

**Oak National Academy** - Oak National Academy is an online classroom and resource hub established by the UK Government in response to the education lockdown during the coronavirus pandemic. Its lessons include video explanations by teachers as well as examples and activities.

<https://www.thenational.academy/>

**Times Tables Rockstars** - Pupils should continue to practise their times tables and related division facts. Times Table Rockstars will be personalised to your child’s level and weekly games will be set by the class teacher in the appropriate game.

<https://ttrockstars.com/>

**Holymead Primary Year Group Spelling Lists -** Pupils should practise spellings from the Key Word List and Year Groups Lists. These can be found on the school website as follows:

* Click on Curriculum
* Click on English
* Holymead Spelling Bee KS2 List and High Frequency Words

If pupils are not secure in the previous year group spellings they should practise these first.

The Spelling City website provides various game type formats to make learning spellings varied and fun.

<https://www.spellingcity.com/>

**Pupils who do not have access to on-line learning -** For pupils who do not have access to on line learning we will try our very best to provide resources and activities for them to use and complete at home. However, as their teachers will be in class teaching during the day, this may take a few days to arrange. In the first instance, parents and carers of these pupils should contact the school to discuss the support we are able to offer.

We hope that these measures will help alleviate the impact of any school time missed due to the need to self-isolate.

**Further information**

If you wish to discuss remote learning further please contact the Deputy Heads, Mr Jones or Mrs Head via office@holymeadprimary.co.uk