



Remote learning provision: guidance for parents / carers

The information below is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education when national or local restrictions require either the whole school or entire cohorts (or bubbles) to remain at home.

At Earlham Primary School we are committed to providing our pupils with high quality remote learning and ensuring that they can access and participate in high quality provision, safely from home. We have therefore developed a remote learning provision plan which aims to ensure that all pupils have access to high quality learning provision when they cannot be in school and ensures that they continue to have a love for learning.

Our approach to remote learning has been carefully considered in relation to our pupils' age, stage of development and/or special educational needs. We strive to mitigate any widening of the attainment gap for our vulnerable and disadvantaged pupils and are dedicated to continuing to working in partnership with parents and carers to do this.

Ensuring access to technology is key, particularly for our disadvantaged pupils who are more likely to face barriers to learning and we also ensure that staff, pupils and their parents/carers are provided with support and guidance to use specific learning platforms.

Our remote learning plan will be applied in the following instances:

- An individual is self-isolating because of a positive test within the household;
- A group of children are self-isolating because of a case of coronavirus in their bubble;
- A whole bubble is self-isolating because of an outbreak of coronavirus or the whole school reverts to home learning due to local/national restrictions.

The plan complies with the expectations and principles outlined in the DfE document Guidance for Full Opening of Schools.

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. Pupils and families are prepared for remote learning through the use of digital homework each week and this will provide a seamless transition to remote learning.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Our staff are fully prepared and confident to switch from face to face learning to remote learning in the event of a full or partial bubble closure. In cases where children are sent home during the school day, they will be provided with the necessary resources to support and access remote learning. Class Teachers will share the school's chosen online platform (Google Classroom) with the children and demonstrate access and expectations. Pupils/Parents/Carers will be reissued with their login information as needed.

- Remote learning activities will be available to children by 9am the following morning.
- Where a bubble has to close before the start of the school day, teachers will ensure that remote learning activities are available to children by midday of the first day of closure.
- We will be checking that all children have their Google Classroom login details and passwords, have access to the internet and are well enough to participate in remote learning activities. We will also deal with individual queries and ensure that children/families have the support they need.
- In either event, if children are unable to access the Google Classroom, printed resource packs will be available for collection or sent home via siblings or mail.
- The remote learning put in place at this point will mirror the expectations set out below.

Our intent

- To deliver a broad and balanced curriculum for all pupils, that continues to inspire a love for learning and includes, interaction, assessment and feedback via Google Classroom.
- To ensure that in the event of a full school closure, remote learning quickly replaces face to face learning.
- Pupils will have access to high quality online and offline resources and teaching videos.
- To continue to ensure that the elements of effective teaching are present – for in our online classrooms for example clear explanations, scaffolding and feedback.

- To safeguard our children from harm, online and offline and ensuring that the virtual classroom offers the children an environment that meets their needs, including some privacy to communicate how they are feeling and any concerns they may have.
- Teachers will respond to questions and provide feedback via Google Classroom during school hours.
- Support staff will support identified pupils/groups.
- Our SENCO will oversee remote learning for SEND pupils to deliver a broad and ambitious curriculum.
- To arrange access to printed resources for children without suitable online access.

Online Video Calls via Google Meets

- Children will be invited to attend at least one Google Meet during the week.
- Teachers will arrange small group Google Meets to guide children with their learning.
- Focus will be on providing feedback, support, challenge or evaluating learning that has been completed.

Will my child be taught broadly the same curriculum through remote learning as they would if they were in school?

Your child will be taught the same curriculum remotely as they would in school with certain adaptations where necessary to ensure full coverage of the core subjects. For example, early years will focus on the prime areas and key stage two may have less time on foundation subjects to allow for rigorous teaching in English and Maths.

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

Our primary digital platform for online learning is Google Classroom. Your child will join the classroom for their year group using a personal username and password. This platform will be used to access lessons on a daily basis. The school office should be contacted if there are any issues with logging in.

Homework will continue to be provided via Google Classrooms (KS2 English and Maths work will be set via Literacy Planet and Mathletics). Your child will again use their personal login details to access these. Oxford Owls may also be used for reading activities (with class logins).

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 and take the following approaches to support those pupils to access remote education:

- Parents/Carers should contact the school office if they require support to access an internet connection (for example, routers or dongles) or data. We will signpost families to where they can find more information.
- Should you request a device loan or access to internet connection and are currently on a waiting list, we will arrange for paper copies of printed materials to be distributed for remote learning. This will automatically be actioned should we have you on a waiting list. If you would like to request this option then please contact admin@haringey.earlham.sch.uk
- All pupils were provided with school workbooks at the end of autumn term. These should be used to complete any remote learning tasks. Printed work completed should be kept in a safe place until it can be uploaded to a device or shared with the teacher when the school reopens.

How will my child be taught remotely?

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

- Lessons are uploaded to the google classroom on a daily basis. Each day you can expect lessons for maths, reading, writing and one of the foundation subjects such as art, physical education, computing etc.
- Staff will prerecord Maths and English lessons on alternate days.
- Audio recorded teaching slides with directed learning points.
- Directed tasks on educational subscription sites.
- On days where there is not a pre-recorded session, follow up work activities will be set. This may also include pre-recorded sessions developed by Oak Academy, Read Write Inc. or White Rose Maths.
- Pupils in reception and key stage 1, as well as some targeted pupils in key stage 2, will also receive a phonics lesson 4 times a week (Monday-Thursday).
- Some pupils will be targeted for small group live lessons once a week.
- Where appropriate and necessary, printed paper packs (e.g. workbooks, worksheets) will be issued.
- Live feedback/google meets.
- Links to quality relevant teaching materials chosen by teachers.

- Links to textbooks, articles, slides and reading books pupils have at home.

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:

The department for education has stated that all schools must provide a minimum of 3 hours of home learning a day for children in Key Stage 1 (less for reception children) and 4 hours of learning for children in Key Stage 2.

Here is an example of a suggested daily timetable for children of different ages:

Suggested daily timetable for remote learning <i>Remember to hand your work in on the google classroom</i>				
Learning	provision	Reception	Key Stage 1	Key Stage 2
Daily register	Login and answer 'yes' to say you are attending today's remote learning	5 minutes	5 minutes	5 minutes
Phonics	Pre-Recorded lesson to follow along (task on Friday)	10 minutes	15 minutes	-
Reading	Pre-Recorded lesson and/or activity	25 minutes	25 minutes	40 minutes
Writing	Pre-Recorded lesson and/or activity	25 minutes	25 minutes	40 minutes
Maths	Pre-Recorded lesson and/or activity	25 minutes	25 minutes	40 minutes
Wellbeing and fitness	One or two of the suggested additional activities	30 minutes	45 minutes	45 minutes
Lesson such as science, history or art (examples)	Daily google classroom lesson with activity	-	25 minutes	45 minutes
Additional areas of learning	Daily google classroom lesson with activity	25 minutes	-	-

Story time	Pre- Recorded story telling	10-15 minutes	10-15 minutes	10-15 minutes
TOTAL		2 hrs 40 mins	3 hrs	3 hrs 50 mins

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

We are committed to working in partnership with parents and carers to ensure all children have equal opportunities to engage in remote learning.

- Staff will check remote learning engagement on a daily basis.
- Pupils will be expected to self-register in the google classroom on a daily basis (this is currently being trialed in some year groups).
- Where pupils have not logged in to the online learning platform, daily phone calls will continue (with translator as appropriate) until login is achieved.
- Pupils are expected to ‘hand-in’ work on the learning platform. This will be monitored on a daily basis and phone calls will continue to be made to those families who are not doing so.

Once a reason is ascertained one of the following steps will be taken:

- Directing families to our user bespoke user guide videos on the school website.
- Arranging for the loan of a suitable device.
- Where there are concerns with engagement our, Senior Leaders may contact families to establish what the barriers to engagement are and to offer support.

What are your expectations for my child’s engagement and the support that we as parents and carers should provide at home?

We expect our parents and carers to take an active interest in all areas of their child’s remote learning by supporting where they can. We realise that supporting children with learning at home can be challenging, especially if parents/carers are working from home too. We also acknowledge that some households have limited access to devices and may require hard-copies of work and resources.

Our remote lessons are provided by teachers to guide your child through the learning without needing an adult to support however we know that pupils achieve more with additional guidance at home.

We expect parents and carers to treat a remote learning day as they would a school day by encouraging your child to get up at a sensible time, to have breakfast and to dress appropriately particularly when they are attending Google Meet sessions. Please help your child to find a quiet place to begin their learning. Use the daily timetable to create structure for the day and encourage them to take regular breaks and outdoor exercise to maintain concentration.

The responsibility of families:

- All children should access their learning daily through Google Classroom where they can have contact with their teacher.
- Learning and assignments should be completed by the due date shown in Google Classroom.
- Families and children should be fully engaged in remote learning set through Google Classroom.
- All families should follow the School's remote learning code of conduct and behave appropriately online at all times.
- If a child is unable to complete their home learning due to illness, parents/carers should email the school office.
- Parents/carers should contact the school office via email with any queries or safeguarding concerns.

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:

- Work handed in on google Classroom will be marked. Only the pupil and teacher will be able to see this marking. For some subjects, such as Maths, pupils may be given a score. For tasks such as writing, pupils work will be commented on. A next step may also be given which pupils should respond to with an answer. Challenge questions will be given by the teacher and pupils are expected to respond.
- Handed in work will have a due date. Work will be marked up to 2 days after that due date. Any work handed in later than this may not be marked.

- Pupils are set quizzes in the google classroom. These are marked automatically and pupils will receive this feedback instantly.
- Google meet sessions will take place at least once a week for all classes. Pupils will receive group feedback during these sessions and suggestions for the learning for the following week.
- One to one phone calls will provide opportunities for staff to provide feedback and suggest next steps.
- Small group live teaching will provide children with opportunities to receive immediate verbal feedback.

How will you work with me to help my child who needs additional support from adults at home to access remote learning?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access mainstream remote learning without support from adults at home. We have additional support in place for pupils with SEND which is overseen by our SENCO. Class teachers will provide work for pupils who need tailored support and the work provided will be pitched at their level and specific needs.

- Where pupils needs prevent them from accessing digital learning paper packs are produced by the class teachers and 1:1 support staff and distributed to families. Pupils may also be encouraged to come into school rather than join remote learning where this is appropriate and possible.
- Pupils with Educational Health and Care Plans (EHCPs) will receive daily calls from an allocated adult. Parents and carers are encouraged to discuss any questions, comments or concerns in these daily phone calls.
- The SENCO will call the families of pupils with EHCPs weekly, or in line with a schedule agreed with the parents and carers.
- The SENCO will regularly meet with teachers to plan what the individual offer will look like for pupils with EHCP and review provision on offer for all pupils with SEN Support.
- Pupils with EHCPs and SEN Support will have access to year group provision, with some lessons personalised to support a pupil's motivations/interests.

- Pupils with EHCPs and SEN Support will have personalised work linked to individual targets uploaded daily on the google classroom remote learning platform. Parents and carers will also be present for live intervention sessions, which will model activities that the parents can replicate at home to support their child's learning and development.
- Parents and carers of pupils with EHCPs will receive personalised Social Stories to support their child's understanding of the current situation.
- Parents and carers of pupils with EHCPs will have contact with external agencies that support their child in line with provision outlined in Section F.

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?

Families who are self-isolating for specific reasons e.g. family illness will be contacted individually to discuss the best way forward and guided appropriately. They will be able to communicate through Google Classroom with their teacher who will respond and support them with work during their absence from school.