



HILTON

PRIMARY SCHOOL

Remote Education Policy
January 2021

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Remote education provision: what are our aims?

Our aim, in terms of providing a remote education to our children, is to provide a broad and balanced curriculum that mirrors what would usually be taught in the classroom. We aim for our remote learning offer to be easy to access, simple to manage and we want our families to have flexibility to deliver it around their busy lives.

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 families expect in the first day or two of remote education?

Each Monday morning, even if schools are **not closed** to most pupils, year groups must provide a **home learning plan** and make it available to parents on Class Dojo and the school website, on their year group page. &

This home learning plan must have a weekly timetable of activities that broadly mirror what would be taught in school. These plans are encouraged to link to **Oak National Academy** where high quality, pre-recorded lessons are available. By posting these each week, in a timetable format, we hope that even if child self-isolates for a couple of days they can return to school and be in a similar place as their peers.

Therefore, in the first instance of children needing to learn remotely, all children should start by accessing these **home learning plans**. These first few days will enable our teaching and support staff to develop and roll out a more robust home learning offer that is more tailored to our children and our school.

Will the school provide the same curriculum remotely as it would in school?

It is our aim to teach the same curriculum remotely as we do in school, wherever possible and appropriate. However, we will need to make some adaptations in some subjects. For example, we may have to adapt our usual lessons to include less of our school resources e.g. we will not plan the same kind of Science experiments, as we know many households will not have access to the same resources available to us in school.

Remote teaching and study time each day

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

EYFS and KS1 pupils	<p>There is an expectation these children to be set around 3 hours of work each day but this may vary – especially for the youngest children in our school. This will be made up of:</p> <ul style="list-style-type: none">• 1 hour English• 1 hour Maths• 1 hour Wider Curriculum
KS2 pupils	<p>There is an expectation for KS2 pupils to be set 4 hours of work each day. We envision this being made up of:</p> <ul style="list-style-type: none">• 1 hour English• 1 hour Maths• 1 hour Wider Curriculum• 1 hour of basic skills (Spelling Shed, Times Table Rockstars, Accelerated Reader, Hegarty Maths)

Accessing remote education

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

All of our online remote education materials will be published on both Class Dojo and the school website. There is a dedicated section on the website for home learning, for each year group.

Home learning plans must be made available every Monday by 9am. Year groups may also choose to post daily updates on Class Dojo of what learning is to be completed each day.

In an instance where the majority of children are learning from home (a class closure or a school closure) teaching staff will be provide **daily, pre-recorded lessons for English and Maths each day** using Loom (screen recording software). These will be posted on Class Dojo as well as the school website and should be made available to families as soon as possible. The latest that these can be provided is 9am on the day they are due to be used.

If a child does not have digital or online access at home, how will the school support them to access remote education?

We recognise that some pupils may not have suitable online access at home or may have to share devices which will limit how much work can be accessed. We take the following approaches to support those pupils to access remote education:

If a child has **no access to internet** and **no access to an electronic device** at home:

- We will endeavour to provide an electronic device with cellular internet connection to those with the highest need. Teachers will contact families who have not engaged with home learning and if they are made aware that a lack of connection/device is the issue, they must contact a member of the Senior Leadership Team or the Network Manager. Due to limited numbers, these will only be provided to those with the highest need and on a first come, first serve basis.

If a child has **no access to an electronic device** at home:

- We will make it our aim to loan out an electronic device that can be used by the child at home. As already mentioned, these devices are in very limited numbers and the same process of being awarded on applies.

If a child has access to an electronic device but has **no access to internet** at home:

- We are able to give out SIM cards that can be used to provide a mobile internet connection. These must be inserted into a cellular-enabled device (phone or tablet) and then tethered to an electronic device. SIM cards are widely available and teachers should contact a member of SLT or the Network Manager to access these.

If the above are not relevant to your situation:

- Teaching staff must provide printed materials if children have no access to a device or an internet connection. However, this will only be completed in **unique circumstances** and all other options must be explored fully prior to using this option. This is due to the lack of education provided by a qualified teacher and an adult that children are familiar with from school. The logistics of how this will work must be arranged by individual year groups or teachers but we recommend a drop box system in the main reception where families can drop off and pick up work regularly.

How will children be taught remotely?

Hilton Primary School's teaching staff aim to use a combination of the following approaches to teach pupils remotely:

All children must be taught using **pre-recorded lessons** for **Maths and** English, recorded by teaching staff in their year groups. These will be made available to parents in the ways described earlier in this document. As the Power Maths scheme relies heavily on the use of printed materials, the printed workbooks will be made available to parents for collection. Alongside this, year groups may also use pre-recorded lessons from providers, such as Oak National Academy, for Wider Curriculum lessons. School staff may also use and refer to online resources from other reputable websites such as BBC Bitesize and White Rose Maths.

Teachers must also encourage children to continue homework tasks such as spelling practice, times table practice and daily reading. For KS2 children, these basic skills may well make up one hour of their daily remote learning and children should therefore be reminded to complete these tasks as regularly as possible.

Each class teacher must also organise a **weekly Zoom meetings** for their class to interact with their class teacher as well as their peers. The format of these meetings can vary from class to class but they are a dedicated amount of time each week where teachers can check in on children, answer any questions and share any important information with their class. Teachers should use this time to see how much children are engaging with remote learning and identifying which families may need extra support.

As many of these resources rely on the use of an internet connection and an electronic device, a different remote learning offer will apply to those who cannot access these. This has been set out in the previous section.

Engagement and feedback

What are the school's expectations for the children's engagement and the support that parents or carers should provide at home?

- Children are expected share their work **at least once a week** on Class Dojo, ideally on their portfolio. We are very aware that, in our current climate, families are busier than ever and are actively encouraged to work from home. This has a significant impact on their ability to facilitate our home learning offer and this must be taken into consideration when determining how often they provide us with completed work or updates.
- Children are encouraged to share their work more regularly but once a week is the minimum expectation. Teachers **must not** demand more than the minimum expectation due to the reasons outlined above.
- Children should be supported to complete their **three or four hours of work each day**. We aim for our pre-recorded lessons and resources to offer enough support that parental support can be kept to a minimum. Teaching staff will need to consider, in their planning and delivery, that an adult may not available to support with their pre-recorded lessons and they should therefore ensure that the work set should reflect this.

How will the school check whether a child is engaging with their work and how will families be informed if there are concerns?

- Teachers will check their Class Dojo portfolios daily and acknowledge **all work** with a like or comment.
- Class teachers must monitor each child's engagement and they **must make contact** with families, if work is not shared on a weekly basis. This reason behind this contact will be to offer support and check in on each family's wellbeing. Teachers may need to offer parents strategies to help manage the expectations of our home learning offer. If necessary, contact with home should be recorded on CPOMS so that all relevant members of staff are notified.
- If, after several points of contact have been made, engagement does not improve then a dedicated member of staff work will contact the family and offer support including the offer of a regular Zoom call to assist with home learning. If engagement does not improve, a member of the Family Support Team or the Senior Leadership Team will then intervene and provide additional support to these families. CPOMS should be used to continually update relevant members of staff.

How will class teachers assess their children's work and progress?

We believe that children cannot and should not be assessed in the same way as when they are in school full time. As a staff, we acknowledge that the dynamics of an education in school and that of a remote education are very different. Therefore, we will not assess children in the ways we usually do.

Primarily, teachers will acknowledge **all work** with a comment or a like on Class Dojo. Most feedback will be general but, if a teacher feels that a child is not working to the best of their ability, more specific and constructive feedback should be given.

General, formative assessments should be made by looking through Class Dojo portfolios and teachers should record these in their usual ways. Recommended assessment tools include:

- Google Forms – can be used to provide insights into children's understanding of lesson through targeted questions
- Spelling Shed – can be used to gain insight into how much children are practising their spellings and how successful they have been
- Quiz Shed – a tool for assigning quizzes in a similar way to Spelling Shed
- Times Table Rock Stars - can be used to gain insight into how much children are practising their multiplication/division facts and how successful they have been
- Numbots - can be used to gain insight into how much children are practising their number facts and how successful they have been
- Hegarty Maths – enables teachers to get a very clear picture of children's strengths and weaknesses when completing maths tasks

Additional support for pupils with particular needs

How will the school work with help families with a 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:

In the primary instance, we aim to offer vulnerable children with significant needs (e.g. they have an EHCP) a place in school so that they can be supported by adults who are familiar to them.

Otherwise, the following is available to all children with SEND:

- Highly differentiated and personalised work will be provided by class teachers or TAs. This will be tailored for any individual with SEND and sent to them via Dojo messages. For this reason, work will not necessarily mirror what is going on in the classroom but will be at a level accessible to them.
- Continued access to outside agencies such as; educational psychologists, SSEN, health services and Speech & Language. This will be provided remotely using video conferencing.
- Regular contact (phone or video conferencing) with SENCo or a familiar adult.
- 'Help desk' style Zoom sessions with a TA working from to help assist with any remote learning questions.
- Availability to in-school resources that parents/carers are encouraged to come and collect.

Remote education for self-isolating pupils

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

If the school is open as normal and a child needs to self-isolate a **home learning plan** is always available (as detailed earlier in this document). This is posted to Class Dojo and the school website each Monday by 9am. This mirrors what is happening in the classroom and has a timetable for each day so that when children return, they are in a similar place to their peers in school.

If a child is unwell and they are self-isolating, there is no expectation to complete the tasks on the Home Learning plan.