

Hinckley Parks



Information about Remote Learning

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 if local restrictions require entire cohorts (or bubbles) to remain at home.

Our Rationale

We are mindful of the fact that many adults are busy with their own working from home arrangements, and therefore are not always able to sit with their child/ren to help them access online learning. The majority of primary aged children require adult support to access and often engage with online learning depending on the age and IT capability of the child. However we also understand the need for children to be able to use some independence when undertaking their remote learning, and the flexibility for pupils to access ICT at a time which is convenient for parents, and this has been a priority for us when deciding upon what we consider to be effective remote learning. For this reason, alongside safeguarding advice and considering teacher workload and general well-being, we have chosen to use the high quality DFE approved Oak National Academy lessons and White Rose video lessons rather than daily live lessons. White Rose is the school's chosen approach to Maths and these videos link directly to the workbook activities that children are provided with.

Based on feedback from parents of pupils who had to work at home during the autumn term, we have also included daily paper-based learning, along with our chosen online platform (Purple Mash) in order to provide a blend of online and paper-based activities, along with access to face-to-face meetings with their teacher on a weekly basis.

We have also designed our remote learning offer in a way which can be consistently used, as the same offer is in place for school closure, class isolation, critical worker care club and for individual isolation. We anticipate that this approach can now be utilised in the event of any form of school closure in the future.

Critical Worker Club

Pupils who attend school during a lockdown period, are asked only to do so on the days that there is nobody at home to look after them. Therefore, we envisage the majority of pupils to be in school intermittently rather than for the full week.

Whilst in school, the focus is on giving pupils the opportunity to complete the same learning as those pupils at home. During the school day, children will be shown the teaching video for that day, which they will have the opportunity to discuss with a teacher, and then they will use the computer suite to access the Purple Mash follow-up work. Back in the classroom, they will complete paper-based work in their workbook, so it is important that this is brought to school with them on the days they attend. They will receive some teaching of other subjects across the week, alongside taking part in PE activities.

For this to work for your child, it is crucial that your child is following the home learning timetable in the weekly letter from the teacher. For example, if they attend school on a Thursday but have not completed Monday – Wednesday lessons at home that week, they are likely to struggle as the lessons are sequential. This is one of the reasons why we ask that you support your child to do school work every day of the week, and continue to reiterate to them that this is NOT a holiday, they are working from home.

The remote curriculum: what is taught to pupils at home

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

A 'Remote Learning' letter for each year group is sent out to parents via Parentmail. On this letter, online teaching links, follow up Purple Mash work, reference to paper-based learning and other relevant websites can be found under the headings Monday to Friday, so it is clear when work should be completed. Parents may contact the class teacher to request more paper-based resources if access to computers is an issue or the parent feels that this would be more beneficial to the child. This can be collected from the school foyer or delivered to the home. Work submitted online will be marked by the teacher using the same online platform on a daily basis. Work completed in a workbook can be self-marked by the parent or older pupil at home and shown to teacher on return to school. If the isolation is whole class or school closure, you will receive additional communication directly from the school.

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?

Our remote home learning provision follows the same curriculum as pupils would be taught in school wherever possible. Maths mirrors the in-school teaching exactly, while in English, there are likely to be some adaptations. An example of this is where a narrative unit is likely to be delivered using a different text, although the learning outcomes will be the same. The majority of home learning will focus on the core subjects of English and maths, however teachers will aim to provide some work linked to the non-core topics where possible. We expect all pupils to continue the usual home learning activities additional to a normal school day, such as reading, practising spellings using Spelling Shed, and learning their multiplication tables using TTRockstars.

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:

KS1 (EYFS, Year 1 & Year 2)	3 hours minimum
KS2 (Year 3-6)	4 hours minimum

Accessing remote education

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

Pupils will require access to a computer/laptop/tablet for part of their online learning.

The Teaching (new learning introduced) - we are using the Oak National Academy, endorsed by the Department of Education, to deliver our online lessons. This is the new learning for your child, and it will involve some practice during the session so children will usually need access to pencil and paper or a whiteboard. For Maths, White Rose video lessons are being used. These can be accessed at a time which is convenient for both parents and children.

Practicing / Independent Work – Purple Mash is being used to set work that links to the lessons. Once completed, this is submitted by clicking the 'hand in' button, and the class teacher can mark and provide instant feedback online.

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 understand that pupils may not always have access to a computer. If you would like to loan a laptop from school, please contact the school office or your child's class teacher who will pass your details on to the Head Teacher, Mr Harding. If there are connectivity issues, the school can also support with this by ordering a dongle. Again, please contact school if you need to discuss this.

Once all other options have been explored, we may invite your child to attend Critical Worker Club in school if a child is not accessing the learning.

Feedback has suggested that some parents may want to limit the amount of time their child is spending on the computer. If this is the case, please contact your child's class teacher, who will be happy to put together a pack of additional printed materials, which will be put in a named brown envelope in the school foyer. You will need to collect from this from school if possible, otherwise we will deliver it to your home.

NB: School has provided a workbook in English and Maths for all pupils.

For pupils who are unable to complete Purple Mash work which the teacher online marks, parents can either scan in / photograph paper-based work, or return the work to school in an envelope addressed to the class teacher. Parents can also send messages by email to the teacher summarising their learning, although it is very difficult to assess pupil understanding without seeing their work.

How will my child be taught remotely?

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

We are using the following remote teaching approaches:

- online lessons for a weekly well-being / circle time session;
- recorded teaching, mostly using Oak National Academy lessons and White Rose for Maths; video recordings made by teachers for a weekly briefing and daily story time session;
- CGP workbooks for English and White Rose unit workbooks for maths, which links directly to the White Rose teaching video;
- printed paper packs produced by teachers for non-core learning activities if required;
- reading books pupils have at home, plus access to Oxford Owl reading scheme (online);
- commercially available websites supporting the teaching of specific subjects or areas, selected by the teachers (e.g. BBC Bitesize, TT Rockstars, Spelling Shed) including video clips or sequences;
- termly long-term homework project, including activities from many subject areas, is offered as an additional activity if the child would like to complete more work linked to the history / geography topic.

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 expect all pupils at a minimum to complete the daily Maths and English lessons and follow-up work set out in the weekly letter sent home. This involves:

- Watching the online lesson;
- Completing the Purple Mash to the best of their ability, and sending it to their teacher to mark;
- Completing the pages of the workbook indicated – this can be marked either by the child, or by the parent if they would like to monitor progress.

We also expect that they continue the normal home learning activities, which are to read daily, practice spelling using Spelling Shed (or phonics in EYFS & Y1) and practice multiplication tables using TT Rockstars.

We would suggest that your child undertakes school work daily: this is NOT a holiday. Routine is helpful, and it is crucial to find a suitable space for your child to work, and also to impress upon them the expectation that they give their best effort in all that they do. We suggest that you follow a timetable Monday – Friday, and here is a suggestion:

8:30am – your child is dressed and has breakfast.

9-10am– English lesson and follow-up Purple Mash online, and then CGP book work.

10-10:20am – exercise (walk, online exercise class e.g. Joe Wicks)

10:20-10:40am break (snack and drink)

10:40am-12pm - Maths lesson and follow-up Purple Mash online, and then White Rose unit workbook.

12-1pm – Lunch break / social time

1pm-3pm – other learning (homework project, reading, multiplication tables and spelling practice etc).

You will need to decide upon the timetable based upon your needs as a family – it may change depending upon how IT literate your child is, and your own work requirements. The work set is age group appropriate, therefore your child should be able to access the learning independently. If your child is struggling to understand the concepts despite watching the lessons and putting in a good level of effort, please contact their class teacher as they may need to offer other support, such as sending a different resource.

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

On a daily basis, your child's class teacher will check your child's engagement with remote education by logging onto Purple Mash and marking the work they have 'handed in'. You will be able to read this feedback, and it would be helpful to discuss this with your child. Congratulate them when their feedback is positive, but also discuss any developmental feedback with them too – the teacher may ask them to repeat a task, or signpost them to a different activity.

Class teachers are keeping records of pupil engagement and achievement daily – they will base this primarily on work submitted on Purple Mash, but please feel free to email photos of active learning or copies of paper-based work if you think it is useful.

If the class teacher has concerns, you will receive a phone call or email as soon as the concern arises to discuss further support. This is a two-way process – if a parent has worries, please email the class teacher, briefly explaining your concern and leave a phone number if you would prefer a conversation. Teachers will get back to you as soon as they are able within the hours of 9am and 4pm on a weekday.

Teachers will communicate directly with pupils via Purple Mash feedback, and also through the class circle time session virtual call, for which you will receive a weekly invitation for your child.

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:

Your child will be completing independent work online and also on paper. These will lead to different types of marking:

- Purple Mash can be marked and feedback given online – teachers will be checking Purple Mash throughout the day, and your child can therefore expect daily feedback as long as they have submitted the piece of work by clicking the 'hand in' button.
- CGP has answers in the back, so you will be able to self-mark this work which will give you instant feedback. A link to the White Rose workbook answers is given on the weekly letter sent to parents at the start of the week. Your child's teacher would love to hear how your child is doing, so feel free to email a photo of any particularly impressive work, or just tell the teacher how well they are doing. If your child is consistently struggling, it is crucial that you email the teacher so they are aware and can plan accordingly. Your child will need to take the workbook to school when school re-opens for the teacher to assess.

Feel free to email any other photos or comments you would like the teacher to take into account. We always like to see what is going on at home!

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:

For pupils with SEND needs we are using the following approaches:

All pupils are given the same initial teaching, however the workbooks offer some differentiation. Teachers are able to differentiate the activities they provide on Purple Mash, so that all pupils can access the learning.

If you are concerned that your child is struggling, please email the class teacher who will be able to sign-post you to appropriate resources.

Teachers endeavour to provide additional support activities for pupils who have specific needs, in line with their SEN targets.

In EYFS we are using the following remote teaching approaches:

- online lessons for a weekly well-being / story time session
- recorded teaching, mostly using Oak National Academy lessons and White Rose for maths; video recordings made by teachers for a weekly briefing and story time session;
- printed paper packs produced by teachers for handwriting and phonics based activities (there are always more available at your request);
- word boxes which are emailed to parents weekly;
- gross and fine motor activities including, yoga, boogie beebies, playdough, threading, jigsaws, sorting, etc.;
- reading books pupils have at home, plus access to Oxford Owl reading scheme (online); There are also lots of opportunities to practise reading using Busythings, Phonics Play and Teach Your Monster to Read;
- commercially available websites supporting the teaching of specific subjects or areas, selected by the teachers (e.g. BBC Bitesize, Busythings, Phonics Play, Topmarks maths, including video clips or sequences).

We expect all pupils at a minimum to complete the daily maths and English lessons and follow-up work set out in the weekly letter sent home. This involves:

- Watching the online lessons;
- Completing the follow up tasks to the best of their ability, and sending it to their teacher to mark via email;
- Completing the additional tasks set such as word boxes, handwriting practise and phonics sessions;
- We also expect that they continue the normal home learning activities, which are to read daily, practice phonics and use TopMarks Maths to practice doubles, halves and number bonds.

We would suggest that your child undertakes school work daily: this is NOT a holiday. Routine is helpful, and it is crucial to find a suitable space for your child to work, and also to impress upon them the expectation that they give their best effort in all that they do. We suggest that you follow a timetable Monday – Friday, and here is a suggestion:

8:30am – your child is dressed and has breakfast.

9-9:45am– English lesson on Oak Academy and complete follow-up tasks.

9:45am-10am- Practice reading and writing word box

10-10:20am – exercise (walk, online exercise class e.g. Cosmic Kids yoga, Boogie Beebies)

10:20-10:40am break (snack and drink)

10:40am-11:20am - Maths lesson and follow-up task

11:20am-11:40am – Top Marks Maths or Buythings Maths Games

11:40-12:00pm Watch Numberblocks/Alphablocks or sing Nursery Rhymes, share a story, read Oxford Owls book

12-1pm – Lunch break / social time

1pm-1:30pm Phonics Session using Pollys Phonics focusing on sound of the week. Practice reading and writing using the words and sentences provided.

1:30-2:00pm – Outside Play or Funky Fingers – Activities like playdough, lego, threading, sorting, jigsaw puzzles.

2:00-2:10pm Handwriting Practice

2:10pm – 2:30pm Break (snack and drink)

2:30pm-3:00pm Watch 3rd session of the day on Oak Academy and complete follow task

3:00pm-3:10pm Share a story

In the SEMH unit we are using the following approaches:

We understand that many children who access the alternative provision at school can struggle to learn independently at home, in an environment where they are not usually expected to access formal education. Within school, these children access tailored lessons, planned to meet their individual needs and delivered one to one. To reduce the level of anxiety, individually planned and familiar tasks will be set over a lockdown, with paper copies posted, delivered or emailed weekly. Tasks will include daily maths lessons, phonics/reading tasks, grammar, punctuation and spelling tasks and a topic lesson for each day. Where appropriate, videos and links to websites will be shared via email.

It is imperative that an adult at home is on hand to support and encourage the completion of these tasks. It would also be useful to encourage movement breaks and to take a few minutes, a couple of times a day to be mindful. The website, smilingmind.com.au, has some great, short meditation sessions for free and the children are familiar with these.

In-line with the rest of the school, the teacher will contact each family weekly by telephone and will organise a weekly, virtual well-being meeting for all members of class. If you have any concerns or require any additional support, please do not hesitate to contact the class teacher.

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 differ slightly 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 teacher will attempt to match the home learning to that which is taking place in class, however resources and methods of teaching will be different. In English, the class book may not be used for home learning, for example. However, learning objectives will be closely matched.

Pupils self-isolating will continue to be taught a planned and well-sequenced curriculum, following the same system and organisation as with whole school closure, which provides meaningful and ambitious work each day in a number of subjects. Your child will access the online lessons, with follow-up Purple Mash work, and the class teacher will be able to give feedback on the Purple Mash submitted. There may not be additional paper-based work during self-isolation periods, however feel free to ask the teacher if your child requires this.

The main difference is that the teacher will be busy in school teaching the rest of the class, which means you can expect responses to your emails and marking of Purple Mash outside of the school day, when the teacher no longer has class responsibility.