Hedon Primary School

Remote Learning Parents’ Guide

In September 2020, all our classes returned to full time education following Covid19 closure in March.  Throughout the Autumn term, we supported pupils as the isolated either individually due to a contact or as part of a whole class closure.

Although we hoped that the majority of our children would have uninterrupted experiences as we moved into 2021, it has been necessary to move to remote learning from January 2021 with only the children of key workers and vulnerable children in school accessing face to face learning.   We have therefore put in place a plan for remote learning so that all children can continue with their education. We aim to create parity of provision so that, providing children complete learning at home, they will be undertaking the same work as pupils in school. This does however mean staff are fulfilling roles in school and facilitating home learning. This naturally alters class teacher availability for home learners.

Following this period of lockdown, we hope that isolation will be a rare occurrence but will continue to support individuals or wider groups should isolation be necessary. Where a whole class groups isolates, home learning becomes the offer for all and is the sole focus of staff.

**If a child does not have access to a computer/laptop and/or the internet, the school will do all it can to support children by loaning them a Chromebook. We will also provide paper packs of learning for those requiring them. Parents are reminded to make the school aware of any barriers to accessing remote learning. We are also able to provide Vodafone 30gb Sim cards which can be unlocked for use and can also access the government scheme to provide unlimited data for pupils’ mobiles where Wi-Fi is not accessible.**

All parents are asked to ensure they have access to their child’s Seesaw account (EYFS parents are asked to ensure we have their most up to date email address) as this will be the school’s preferred method of communication during periods of isolation or lockdown.

EYFS Parents are asked to ensure they can also access their child’s 2 Build a Profile account (EYFS only)

There are three scenarios where remote learning will be required:

* In the event that a child is unable to attend school due to a family member testing positive for COVID-19, having symptoms themselves, shielding due to a local lock down or being told to isolate through track and trace.
* When a whole class/bubble closes.
* In the event of a National or Local Lockdown.

In the event that a child is unable to attend school **due to a family member testing positive for COVID-19, having symptoms themselves, shielding due to a local lock down or being told to isolate through track and trace,** the school will ensure work is set at an appropriate challenge level for the pupil.   This may be online or on paper.  This will be sent to parents as soon as possible after the school becomes aware that the child is isolating. Staff will only be able, in these instances, to communicate with parents between 3.30pm and 4pm via email (EYFS) or Seesaw (Year 1-6).

When providing remote learning **when a whole class/bubble closes**, teachers will:

* Set work by 9am on Seesaw and/or Google Classroom using a range of resources as they see necessary for the children in their class and any other groups of children that they teach during the week.  Paper packs will be made available via the school office.  These should be returned when the child returns to school.   Parents must notify the school that they need these to allow for printing and copying time.  Parents may also ask for stationery items to be provided if necessary.
* Ensure the children have access to:
* 5 Literacy based lessons a week (This may include Writing sessions and Spelling Grammar and Punctuation),
* 5 maths lessons a week,
* A phonics session daily until the child no longer needs phonics input,
* A guided reading session 5 times a week (Y2 to 6),
* TT Rockstars and Spelling/Maths Shed (Y5/6 also Read Theory).
* 2 other lessons daily covering all Foundation Subjects with a bias towards Science and Topic teaching which then allows access to music, art/design technology, history, geography, Personal, Social, Cultural and Health Education, Religious Education.

Staff are not expected to undertake live teaching although they may choose to do so. Pre-recorded lessons/explanations may be used to support learning.

Staff will provide feedback on work submitted on Seesaw or Google classroom either through marking and sending a message to the student talking about any errors and supporting correction, over the telephone or via Google Meet.  Staff will support pupils/parents in how to upload images or text which give a sufficient view of the work that it can be seen clearly.  Pupils will be asked to complete corrections from teacher feedback.

Staff will aim to speak to each student (or parent in younger classes) in their class every week either on the telephone or via Google meet.    The emphasis for these phone calls is to support home learning, go through any tasks the child finds tricky and check whether the family needs any wider support.  Staff may wish to issue appointment times or stick to rota weekly.

Staff will notify the office by 3pm on a Friday of any children they have not spoken to.  These children will be the focus of the admin team each Monday.

Staff will also be available on Seesaw and email at intervals throughout the day.  It is not an expectation that staff respond to these messages after 4pm daily.   Staff may record their conversations if they wish but must declare this at the start of the conversation.    Parents, carers and pupils are reminded that messages will not be answered immediately.  It is expected that all messages will be responded to within 48 hours.

* If pupils attend virtual meetings they must:
* Be fully dressed (no pyjamas).
* Be within eyesight and hearing of an adult at home.
* Be in an appropriate room (not their bedroom) with minimal distractions around them.
* Be ready to speak to their teacher and attentive for the whole session.

Children may also be supported remotely by Teaching Assistants during a period of isolation. This will usually be over the phone or through Google Meets.

The school’s Special Educational Needs Coordinator will also support parents and pupils on the school’s SEN register.

If your child is isolating and is well enough to complete school work, we expect them to:

* Be contactable during the school day – although we understand that they will complete learning activities when it is best for them each day.
* Complete work to the deadline set by teachers
* Seek help if they need it, from teachers or teaching assistants
* Alert teachers if they’re not able to complete work

**Please make the school aware if their child is sick or otherwise can’t complete work and seek advice form the class teacher if needed.**

When providing remote learning **during a National or Local Lockdown**, teachers will be working in school with vulnerable children and those children with parents working in critical/ key roles and will be setting work for those learning from home:

Staff will:

* Set work by 9am on Seesaw and/or Google Classroom using a range of resources as they see necessary for the children in their class and any other groups of children that they teach during the week.  This provision will, as far as possible, mirror learning taking place in school. Some adaption may be required to ensure pupils can access learning from home especially where resources may be required. We encourage all families to engage online where possible but paper packs will be made available via the school office for those requiring them.  These should be returned when the next week’s pack is collected.   Parents must notify the school that they need these to allow for printing and copying time.  Parents may also ask for stationery items to be provided if necessary.
* Ensure the children have access to:
* 5 Literacy based lessons a week (This may include Writing sessions and Spelling Grammar and Punctuation),
* 5 Maths lessons a week,
* A phonics session daily until the child no longer needs phonics input,
* A guided reading session 5 times a week (Y2 to 6),
* TT Rockstars and Spelling/Maths Shed (Y5/6 also Read Theory).
* 2 other lessons daily covering all Foundation Subjects over the week.

It is a National expectation that pupils in Key Stage 1 will be provided with at least 3 hours of home learning and pupils in Key Stage 2 4 hours.

Staff are not expected to undertake live teaching although they may choose to do so. Pre-recorded lessons/explanations may be used to support learning. Staff may also use external resources from Oak Academy, printed schemes and other online sources to support pupils.

Staff will provide feedback on work submitted on Seesaw or Google classroom either through marking and sending a message to the student talking about any errors and supporting correction, over the telephone or via Google Meet.  Staff will support pupils/parents in how to upload images or text which give a sufficient view of the work that it can be seen clearly.  Pupils will be asked to complete corrections from teacher feedback. Quizzes and checklist may also be used to check understanding.

Staff will aim to speak to each student (or parent in younger classes) in their class every week either on the telephone or via Google meet.    The emphasis for these phone calls is to support home learning, go through any tasks the child finds tricky and check whether the family needs any wider support.  Staff may wish to issue appointment times or stick to rota weekly.

Staff will notify the office by 3pm on a Friday of any children they have not spoken to.  These children will be the focus of the admin team each Monday.

As teaching staff will be teaching in school, Teaching Assistants will support marking and feedback on Seesaw.

Teaching staff will check seesaw once the children have left school and will respond to parental queries as necessary.  It is not an expectation that staff respond to these messages after 4pm daily.   Staff may record their conversations if they wish but must declare this at the start of the conversation.    Parents, carers and pupils are reminded that messages will not be answered immediately.  It is expected that all messages will be responded to within 48 hours.

* If pupils attend virtual meetings they must:
* Be fully dressed (no pyjamas).
* Be within eyesight and hearing of an adult at home.
* Be in an appropriate room (not their bedroom) with minimal distractions around them.
* Be ready to speak to their teacher and attentive for the whole session.

Children will be supported remotely by Teaching Assistants during a period of isolation. This will usually be over the phone or through Google Meet.

The school’s Special Educational Needs Coordinator will also support parents and pupils on the school’s SEN register.

If your child is well enough to complete school work, we expect them to:

* Be contactable during the school day – although we understand that they will complete learning activities when it is best for them each day.
* Complete work to the deadline set by teachers
* Seek help if they need it, from teachers or teaching assistants
* Alert teachers if they’re not able to complete work.

**Please make the school aware if their child is sick or otherwise can’t complete work and seek advice form the class teacher if needed.**