



Harewood C of E Primary

Remote Learning Provision 2020-21



Educating For life In All Its Fullness

(John 10:10)

As a school, we shape all that we do, to allow children to develop a strong sense of their Emotional, Spiritual and Cultural self.

Through our Christian values:

- **Honesty**
- **Forgiveness**
- **Courage**
- **Hope**
- **Community**

We ensure that children are prepared for life as active citizens in the world they live in.

Remote Education

DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning. Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year.

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home. There are also details of what to expect where individual pupils are self-isolating or away from school for a short time waiting for test results.

The remote curriculum: what is taught to pupils at home

It is very important that if your child is away from school for any period of time they keep going with learning. Home learning tasks will be provided by school and planned by the class teacher to enable this to happen.

We would not expect your child to be working through an illness. Teachers will not routinely provide work in this case but as your child improves contact the teacher and home learning can be sent.

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?

Short Term Absence - What to expect from school	
This maybe as a result of having to wait for the results of a COVID test.	Following you informing school of your child's absence, the class teacher will be in touch with details of short term remote tasks which your child can complete. These will include reading their Home Reading book, completing weekly spelling lists and other weekly homework. You will also be directed to other online tasks and you maybe emailed tasks which relate to the learning in class for the day. We realise that for short term absence of this kind families may not be setup for home learning in a way that they maybe setup for a longer period of time. Families should also look at the Home Learning section on the school website for additional ideas and links.

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. For example, if a lesson is a practical science lesson which you would not have the equipment for at home the class teacher will try to provide your child with learning materials that match the learning outcomes as near as possible.
- As with the timetable in school, your child will be provided with Maths and English which follow the same learning objectives as the class in school. In the case of maths this will include video tuition via the White Rose scheme of work.
- Your child will also be provided daily with learning opportunities from the wider curriculum following the planning from the class.

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:

Foundation Stage and Key Stage 1	An average of 3 hours learning per day with younger children completing less than this due to their age.
Key Stage 2	An average of 4 hours learning per day.

- With younger children who require a higher degree of support with their learning and who are not able to spend long periods of time working independently the tasks will reflect this. As the best way young children learn is by practical experience we will endeavour to continue this remotely. We are aware that this places increased strain on parents who are potentially working from home as well as facilitating Home Learning. Please keep school informed if your situation means that these expectations are not feasible.

Accessing remote education

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

- Tapestry will be the main platform for communication between home and school for the purposes of home learning but families can also communicate with class teachers via their email addresses (If you require these sending please contact the school office at office@harewood.leeds.sch.uk).
- If school or a bubble is closed for a prolonged period of time class teachers will also keep in touch with families over the phone.
- Teachers will upload tasks and learning expectations daily to the platform. The teacher will provide an outline of the tasks for the day and links to the required files and lessons.
- Families should upload completed tasks or photographs of Home Learning back onto Tapestry. This can then be used for assessment and feedback.
- The links will include video tutorials, PowerPoint style presentations and information texts along with website links.

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

We recognize 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 are aware that not all families have access to multiple devices at home or have issues with broadband connectivity. This is partly why we are supplying video tutorials which can be watched at any time rather than relying on live lessons which require devices at specific times of the day. This can also work around parent and carers work commitments.
- Where resources cannot be accessed online, school will endeavour to provide equipment via the Government laptop scheme.
- Printed versions of lessons can be requested if required and completed tasks can be returned to school with the child in the instance of a short absence, dropped off at the school office (if this is feasible under the requisite restrictions) or posted to school.
- School has been allocated a single device under the Government Laptops for School scheme. When this is received by the school it will be allocated by priority of need. School has access to a small number of additional devices which can also be loaned to families on request. Please contact the school office to discuss any need in confidence.

For families who are using mobile data to access Home Learning there are schemes available to increase data allowances. Details are available at <https://get-help-with-tech.education.gov.uk/guide-to-collecting-mobile-information> .

- There is also potential availability of 4G mobile routers for families with no fixed broadband. Please contact the school office if this applies.

How will my child be taught remotely?

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

- recorded teaching. This will include daily video instructions and explanations from the class teacher, audio instructions for specific lessons where required (these may be built into presentations that the children follow), video lessons provided by external providers which will include White Rose and Hamilton Trust videos for maths, Oak Academy, BBC Bitesize and Hamilton Trust for English and other curricular areas.
- Resources for families to access either from the screen or to print for individual follow-up tasks will be posted daily by the class teachers. These will be to support the learning from the videos or presentations used for instruction.
- printed paper packs produced by teachers (e.g. workbooks, worksheets). Packs of these will be issued at the start of any prolonged period away from school.
- Home reading books from school, class novels and screen based reading resources will maintain the access to reading materials for the children.
- Some tasks may be using online learning websites. These will include Sumdog and Timestable Rockstars, for example, where the children have their own individual logins.
- Teachers may occasionally set longer tasks over a period of time requiring the children to prepare or make items to support topics. This type of learning will only be set if it was what would have been done in class or if it is required to support future learning. These tasks will often be to enhance tasks from the week or give the chance for some creativity.

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 would expect that on the majority of days the daily learning for each child will be completed that same day. We understand that family routines and unforeseen circumstances mean that completing all tasks every day is not always possible. Where tasks are not completed on the day we ask that these are completed as soon as possible. In many cases the learning in the tasks is sequential with the next day's learning relying on that from the previous day. Missing tasks in this case could cause gaps in learning and future work to be more of a struggle.
- Finding a routine that works for your family and sticking to it will make days simpler. This could be quite formal with 'playtime' and 'lunchtime' built into a daily plan if that works for you. You may even wish to try and stick to timings for the school day. Having a plan gives the children and supporting adults a structure to follow.
- All children benefit from support whilst learning but we are aware that families are busy and when working from home or home educating several children the ability to work 1:1 could be at a premium. The tasks provided for home learning will reflect the age of the child. Older children have the ability to work more independently for longer periods and the tasks provided will reflect this. Support would still be beneficial if possible. For older children teaching videos will also reduce the need for adult attention. Younger children are less able to work independently and we would not expect them to do so in school. This would mean that younger children will most likely need additional adult time to access their learning.
- If you feel that you are having to provide too much support for your child to be able to access their learning, in the first instance contact your child's teacher in the usual ways and they will be able to offer guidance.
- There is always a balance to be found with support. If you are lucky enough to be able to support your child full time in their learning be careful not to over support. Your child may develop a reliance on you and be less able to work independently when required. This is a very important skill as the children grow older.

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

- Teachers will be monitoring uploads to tapestry regularly during the school week. They are all making themselves available to families beyond the normal school day to support families with additional home working commitments from 8.30am until 6pm Monday to Friday to help with work and respond to learning and messages which have been uploaded.
- Teachers will post responses and feedback to messages and work uploaded and will monitor the frequency of engagement from each family. Where engagement levels are low teachers will make individual contact with families through our usual channels to check that everything is alright and support where needed. (Contact will include Tapestry messaging, email and phone calls).
- Year groups are holding regular Zoom meetings with the aim of keeping personal contact between the staff and children. These sessions have the opportunity for giving supportive feedback, disseminating useful information and a chance for the teachers to assess the emotional needs of the children. If issues come to light, then the class teacher will make contact with the families in the usual ways and make a record of matters that arise.
- School has timetabled the usual formal, parent's evenings for this year in November and February. These will continue in the event of further lockdowns or restrictions. If face to face meetings are not available these will be held remotely.
- Where engagement with school or learning is low the class teachers will make a point of personal contact with families to discuss this in terms of how we can support families to improve or enable engagement.

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:

- Daily lessons provided by the class teachers, once completed by the children will be uploaded to Tapestry. These tasks can then be monitored by the class teachers and written feedback provided via the platform. This feedback, as with feedback in school will be a mixture of supportive encouragement and comments to move learning forward.
- For tasks such as maths or reading comprehension where answers can be provided, these will be made available to families. This enables families or children to self-mark to enable rapid feedback before it would be possible for the class teacher to respond.

- Where errors are identified the class teacher will make a note of this for their personal assessment records and if appropriate will give remote support to address the error. This maybe on a 1:1 basis or in future planned tasks for groups of learners in later lessons.
- School makes use of some electronic/online learning tools. These have built in feedback and assessment tools.
- Weekly tests such as spellings and Times Table Rock Stars tasks will carry on as normal. The results of these will be monitored as usual by the class teachers.

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:

- All children have their own specific needs but where these needs cannot be catered for within the work provided for the rest of the class the class teacher will provide adapted or supported tasks which will enable the child to access the learning.
- Whilst home learning or key worker cover is different to the usual daily routines we will still follow the guidance in our school policies around learning and the provision we offer for those with specific needs.
- Depending on the need, the child may be classed as vulnerable. If this is the case the school will do what we can to support any requests for provision in school. This will be after discussions with parents to identify a plan which is best for all parties in supporting learning and provision.
- The younger children in the school (Reception and Y1) who cannot access lengthy periods of independent tasks will be provided with a range of activities to support their needs. This will include activities and tasks that are of a more practical nature. We realize that this will require additional adult support, compared with the provision for older more independent learners, so a balance will be provided. We will try to avoid placing undue pressure on potentially already very busy families. A regular dialogue between families and teachers will monitor this balance.

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?

- If your child has been told to self-isolate and the rest of their peers are also self-isolating, then the provision you will receive for home learning will be exactly the same as documented previously.
- If your child is self-isolating but the rest of the class are still attending school, then the following provision will be provided.
 - Your class teacher will be in contact (probably via phone or email) to discuss your individual needs and the level of provision that is possible with regard to your family circumstances.
 - The class teacher will provide resources which match the same Learning Outcomes as the class in school are being taught if this is possible. Where this is not possible other learning will be provided which is age appropriate.
 - The provision will include maths and English where this is being taught in school along with opportunities for learning in the wider curriculum.
 - Families will be provided with the work via Tapestry and completed tasks will be uploaded to Tapestry for the teacher to monitor and give feedback.
- Our aim would always be to match home learning with in-school learning to avoid the creation of gaps in knowledge.

It is vitally important that families and school communicate during any period of lost or disrupted learning. Please use the usual channels for keeping school informed of issues, additional needs or changes in circumstance. We will do our best to adapt to provide the best that is practicably possible in the time of need.