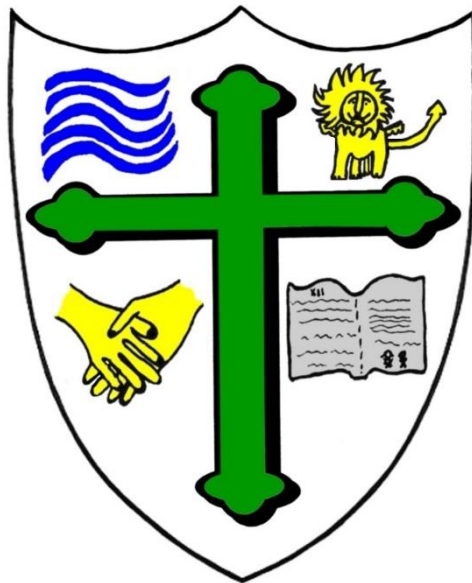


# Highcliffe St Mark Primary School



## Remote Education

Reviewed (date)	December 2024
Reviewed by (name)	Claire Barker
Approved by Governors (if applicable)	N/A
Review due (date)	December 2026

## 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 where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

### *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 my child expect from immediate remote education in the first day or two of pupils being unable to attend school?**

We have prepared a selection of lessons which are available on the year pages under the "learning at home" icon which relate to what the children are learning in school this year. Children also have access to our online platforms via their own logins which they can use for example; Mathletics, TTRS, spelling shed.

**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. We may need to adjust what we had planned to teach in school so that teaching and learning is accessible within a remote learning environment. For example, in DT and art, we adapt the curriculum as we consider the availability of tools and materials at home.

### *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	3 hours
Key Stage 1	4 hours
Key Stage 2	5 hours

## Accessing remote education

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

We adopt a blended approach to remote education, mixing our own recordings with those available online and online platforms which the children should already be familiar with.

In Foundation and Key Stage 1, there will be links to Animaphonics lessons and recorded lessons from teachers. Links to relevant Numbots, TTRS, Mathletics and Bug Club reading will support learning in maths and English. These will sit alongside some recorded lessons.

Teachers across the school will use recordings of lessons as well as sharing links to White Rose Maths and Oak National Academy lessons which reflect the learning objectives which need to be taught.

### 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 have a number of laptops and tablets which parents can loan once they have signed an agreement with us. Parents can ask for more information on internet connectivity if they do not have service at home. We will support parents in finding a suitable source of Wifi if needed and there are Government funded initiatives which support you to do this.
- Parents can request printed copies of worksheets etc which will then be available to collect from the school office. When travel is not possible, we will use our best endeavors to post paper copies to parents at home.
- We ask children to submit learning through Teams. However, if a child does not have access online, parents can drop completed learning into the office, making it clear which teacher and class the learning needs to be given to.

### How will my child be taught remotely?

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

- live teaching - registration, weekly catch class catch up time
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- reading books pupils have at home and digital access to Bug Club
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

## 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?

- All children are expected to complete the learning set by the teacher each day. Wherever possible, they should join the register on Teams each morning unless parents have notified us that they do not have access to online learning. For these few children, teachers will call each morning to register them.
- We advise parents to set up an agreed routine for each day as a family which is manageable around other commitments. This is why our lessons are pre-recorded, so that parents can access the lessons at a time which is convenient for them and when they are available to support children with their learning should they need it.

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

- Teachers will keep a record of all completed learning which will be summarised weekly to senior leaders in school. This will include a record of engagement with registration, class catch up and submission of completed tasks.
- Where there is a lack of engagement, which we describe as missing 2 days of registration/tasks per week the teacher will call parents in the first instance. If lack of engagement continues, a member of the senior leadership team will make a call to the parent to see what can be done to improve engagement. Our aim will be to support parents to overcome any barriers to remote education.
- In cases where there has been little to no engagement, a member of the senior leadership team will accompany the teacher to make a home visit as part of a welfare check.

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. Teachers will provide feedback via email to completed tasks submitted online through Teams. When appropriate, this will include "green" next step comments as well as "pink" proud comments linked to the learning objective. Children should expect at least one piece of learning per day, submitted online, to be given feedback by the teacher.

## 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 to the best of our ability.

- Personalised tasks, made to be practical where possible, linked to a child's SEN Support Plan will be made available to parents weekly. These can be used to replace or to supplement the learning available to other children.
- Teachers are able to create personalised access to Mathletics and Bug Club which match the level of learning of individual children. This might be appropriate for some children with SEND.
- Teachers will adapt what they would normally ask of children to take into account availability of resources at home. Where possible, they will keep tasks for younger children practical and recorded lessons will provide clear instructions to support parents to deliver appropriate support for example, letter formation and strategies for calculating in maths.

### Remote education for self-isolating pupils

Where individual pupils need to self-isolate on the advice of a medical professional 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?

- Teachers will use Teams to send worksheets home. They will provide links to similar or the same lessons for example using White Rose Maths videos matched to the lesson objective and similar to the content in the classroom.
- Parents can support children to submit completed learning to the teacher using Teams or via the office email address and teachers will provide either a written comment or verbal feedback via a phone call at the end of the week, depending on the length of self-isolation. A discussion to decide on the best way of providing feedback will take place with the parent.