

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

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 but we will make sure the provision is ready as soon as possible.

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

If there is an instance where local restrictions require entire cohorts (or bubbles) to remain at home then we will initially ask all children to access the Oak National Academy website ([Home - Oak National Academy \(thenational.academy\)](#)) and look at the section relevant for their child/children's year group ([Schedules by year group - Oak National Academy \(thenational.academy\)](#)). School will also send all children home with exercise books in which to complete work independently in the first instance. New exercise books will be available for collection for any child who needs it.

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, in science, we may have to consider the equipment available in households etc. We also have to take into consideration the limitations that are placed on us by the Government e.g. guidance can vary depending on the tier of your area.

We have also included links to Picture News (an online replacement for school assemblies) for all children from Nursery to Year 6

Remote Teaching and Study Time Each Day

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

At Highfields we expect that remote education (including remote teaching and independent work) will take children approximately the following number of hours each day:

<p>Primary school-aged children</p> <p>(We appreciate that remote learning only has to be supplied for primary school aged children however, as a school we have included Nursery in our remote learning provision)</p>	<p>Early Years (Nursery and Reception) Up to 3 hours per day</p> <p>Key Stage One (Years 1 and 2) 3 hours a day on average</p> <p>Key Stage Two (Years 3, 4, 5 and 6) 4 hours a day on average</p>
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Accessing Remote Education

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

At around 9am every morning, parents will receive an email from the member of office staff assigned to their child/children's year group, attached to this email will be the links for the days remote learning. During a typical week these will include;

- **Early Years (Nursery and Reception)** - Links to Loom videos relating to a variety of areas of the Early Years framework e.g. handwriting, phonics, maths and understanding the world, Early Year Picture News and story time
- **Key Stage One (Years 1 and 2)** - Links to Loom videos relating to English, maths, a topic based subject (e.g. geography/history/science) Picture News, Rock Steady Music and story time. For Y2 children we also have TT Rockstars.
- **Key Stage Two (Years 3, 4, 5 and 6)** - Links to Loom videos relating to English, maths, a topic based subject (e.g. geography/history/science) TT Rockstars, Picture News, 'Hear it, Feel it, Make it' Music and story time.

The loom link can be accessed on a multitude of platforms including mobile phones, iPad, laptop and desktop computers but also platforms where you can access your email such as a PlayStation or Xbox which should ensure the vast majority of our school community can access all of the online remote learning we provide.

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 previously sent out a remote learning device survey to all Highfields parents. We collated the results and have allocated laptops to the families of pupils who met our criteria. Parents have been contacted by school and have been in to sign for and collect their laptops (week beginning 4th January 2021)

We are in the process of distributing SIMS cards for families to use in order to enable them to use their phones to access the remote learning emails.

If pupils do not have online access and we cannot alternatively support the family while they remain at home, we will either invite them to attend school alongside the critical keyworker group (if appropriate and they are not self-isolating) or we will produce paper packs consisting of the PowerPoints we use during the pre-recorded Loom lessons, that way they have received the same lesson content as their peers.

If a child does not have online access, they can submit their work by returning it to school for their class teacher to mark and feedback on. We would ask for all work to be brought into school on a Friday to prevent multiple journeys and to make sure the child had had enough time to complete the work and talk to their teacher if they needed some additional support.

How will my child be taught remotely?

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

Our main delivery system is pre-recorded teaching lessons called Looms. These are lessons delivered by the child/children's class teacher. Teaching staff will produce at least three of these Looms every day. Members of the Senior Leadership Team are also recording story looms to share with the children and the SENDCo is responsible for creating looms suitable for children with Education Health & Care Plans. We also use links to resources/websites that the children are already familiar with e.g. Picture News and Rocksteady

For children without access to online learning we also create printed paper packs produced by teachers which consist of the PowerPoint slides that the same teacher shared in the loom video so whether a child is accessing the loom lesson or the paper pack they are all accessing the same lesson scaffolds etc.

Every child currently has at least one reading book at home with them and we have also signposted our families to Oxford Reading Owl and an app called 'Meet Libby' where a child can access their local library online to support their reading at home. If we remain in lockdown longer than anticipated, we will start a fortnightly book collection where parents can come onto site and swap their child/children's reading books

If we feel they are appropriate we will also hyperlink commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, into our teacher's looms.

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 are expecting all children to be able to take part in our remote learning. The staff have recorded lessons pitched at the ability of the children in their class. There are differentiated activities that we direct the children to. Parents have already been informed if their child is to complete group 1 or group 2 activities and tasks.

We appreciate that a lot of Highfields families have several children across the school who cannot all be expected to access their remote learning at the same time. One of the many benefits of Loom is that it is a pre-recorded lesson that can be viewed at the parent's convenience, that way a family can access their learning around their individual needs. Parents can access the Loom from 9am, when watching a loom, they can stop it, pause it, rewind it, replay and repeat it as many times as possible to support their child/children's learning. We also acknowledge that for working parents who may need childcare considerations during the day, that their child/children may not be able to access learning until the return from work so we have said to parents that if one day they need to move a lesson to the following day that is absolutely fine.

We also do not expect parents to leave their child in front of a screen all day and we have specifically asked for the children to have some screen free time/sessions every day. We also encourage brain breaks as often as the child needs. As a school we believe remote learning needs to be a collaboration between the parent, who knows their child best, and Highfields in order for it to be successful.

We would expect younger children to need more support from their parents, however the looms have been created with that in mind so the Early Years looms are shorter in length and contain activities that are more practical but they should take a family no longer than 3 hours a day. We do not expect a parent to force a child to sit for 3 hours if they are finding a lesson difficult. At the bottom of the loom lesson there is a comment section. When a parent or child leaves a comment, it goes directly to the teacher who can then address any concerns the parent or child may have. We are encouraging all children to access this comment section so we can have immediate feedback and communication with the children.

We are expecting our parents to encourage and support their child/children to develop and maintain a learning timetable similar to a school one. Our expectation is that wherever possible, parents support their child/children to access the loom initially and then to monitor the work they are producing and recording in their exercise books. We also expect parents to support Highfields by submitting their children's work from the lesson we ask for and on the days the teacher asks for it in the lesson. The lessons where we do not ask for the work in we expect the children to still complete their work in their exercise book. Teachers and members of Senior Leadership Team will then look through the remainder of the exercise book when the child/children returns to school. For children in Nursery and Reception we will use pieces of their work as evidence of home learning in the child's 'Learning Journal'.

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

As a school we are asking parents of children in Y1 to Y6 to submit two pieces of their child/children's written work every week in English Maths and Topic. Early Years staff will also ask for work to be submitted weekly although the curriculum areas may vary each week to enable teachers to update learning journeys with a range of evidence. Each year group has been assigned its own remote learning email address that goes directly to that year groups class teachers. We are not enforcing a certain way in which they submit work as we are aware not all of our parents have printers and scanners. The teacher, during the loom lesson will ask for particular pieces work to be submitted. This will range across all of the subjects over a period of time. The teacher will keep a register of the children who do not submit work. Every Friday the Headteacher and Deputy Headteacher will check the engagement registers from YN to Y6 and personally contact every family to see if there was an issue with devices, the lessons or see if there is anything school can do to further support their child/children.

As we have also asked every child to log into loom and create their account in their own name we can also see on a daily basis when a child has watched the lesson as well so at any point during the week we can identify children who have not watched the lesson and also contact them.

At the bottom of the loom lesson there is also a live comment section. When a parent or child leaves a comment an email notification goes directly to the class teacher who can then address any concerns the parent or child may have immediately. We are encouraging all children to access this comment section so we can not only give and received immediate feedback, it also gives the children the option to communicate with their peers.

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:

At Highfields we will be feeding back to the children in a variety of ways. When marking the children's work we will reply to individual parent's email addresses. The comment will relate to the piece of work in relation to the target and also offer any advice or guidance to help move the child's learning forward where necessary. Where necessary we will also address any misconceptions in the child's work. Staff will feedback to both pieces of submitted work during working hours (Monday to Friday, 9am and 3pm). We are also asking parents to submit their work between these times.

Staff will also briefly reply to any comments left on the loom lesson. These will be brief as the comment section is public to members of that year group but, if a teacher feels need arises, they will contact or ask a member of the Senior Leadership Team, to contact a parent.

Parents are also encouraged to email any questions or concerns to staff and members of the Senior Leadership Team but are asked to do it during working hours. At the earliest convenience we will then reply to staff with either suggestions or feedback. As school remains open for critical keyworker and vulnerable children there are also staff on site, and so parents know they can also contact school by telephone to request IT or educational support in regards to remote learning.

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 who have an Educational Health and Care Plans that have chosen not to be in school during a lockdown situation, our SENDCo is recording specific tailored loom lessons. We have also created paper packs and resources for children who cannot work solely on a remote platform and have made resource packs for children who need concrete resources which they use regularly to scaffold their learning.

For pupils who have Special Educational Needs (Code k) we are expecting teaching staff to differentiate for all within their loom lessons. Parents are aware of the activity their child should complete at home. We have also created a SEND specific email address for parents who would like to directly contact the SENDCo for support. If a parent would rather speak to a member of staff who can specifically support a SEND child, we are also offering a SEND phone-in session. From 9.00am-12.00am every Tuesday, our SENDCo will be on hand to speak 1:1 with any concerned parents, this will also include liaising with the usual agencies that support our SEND children while they are in school e.g. Inclusion Support or Speech Therapists.

We have also asked staff who notice any SEND focussed comments on the comment section, to inform the SENDCo for support in or to write a response to that family.

Remote learning may also be harder for our younger children so staff are recording shorter looms with a more practical focus. We are flowing the areas of the Early Years Framework for Nursery and Reception and so we understand that parents may need help with some of the areas, again we have created year group specific emails for parents to contact their child's teachers and the parents also have the email address of the Early Years Phase Leader who will also support parents and their children in their home learning.

As a school we are also prepared to create and provide all parents, but especially first time parents with any resources that parents may not have experience of using e.g. how letter sounds should be pronounced and the way

in which we hold a pencil to form our letters to help support the parents who do not have experience of phonics or Kinetic Letters handwriting scheme.

Teachers are also consistent in the pitch of the lessons they deliver, they know the children in their class and so we are also setting challenges during the loom lessons to extend children's learning as well. If, through assessment of the pieces we receive we identify children who could be extended further we will contact the parents and send them additional resources or links to help extend their child/children's learning at home as well.

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 there is an instance where a child needs to self-isolate, then the remote learning provided will differ to the remote learning offer above. This is because all teaching staff will be in school delivering lesson to the rest of the child's peers. After researching the site and comparing it to our own curriculum and expectations, we would expect a child to access the Oak National Academy website ([Home - Oak National Academy \(thenational.academy\)](#)) and look at the section relevant for their child/children's year group ([Schedules by year group - Oak National Academy \(thenational.academy\)](#)). Again, for families where numerous children are isolating, the Oak National lessons are pre-recorded and so can be viewed at the families convenience. Highfields sends topic overviews home to all parents at the start of each academic term so parents would be expected to use these as guides to make sure the topic areas they are following matches the topics we will be delivering in school. School will provide the child/children with an exercise books in which to complete work independently.

We use White Rose maths as our scheme of work and so we would also print of White Rose workbooks and encourage parents to follow them with their child/children. Children's spellings are posted on the school website and we would expect parents to access them on there to use with their children.

When a child notifies school they are self-isolating we also ask our Learning Mentor to contact parents regularly so we can support a child's mental health and wellbeing as well as their educational development.

Highfields actively encourages communication between the staff, Phase Leaders, members of the Senior Leadership Team and parents and so parents would also be able to contact the relevant member of staff by email or phone. We also encourage parents to regularly look at their child's class pages of the school website and also the fortnightly published newsletter.