



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 sent home?

Pupils may initially be sent home with a work pack or workbooks to complete while activities are set up on Microsoft Teams by class teachers.

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.

Microsoft Teams will be used and class teachers will ensure a minimum of three separate activities are made available to pupils each day; a maths, reading/writing and topic-based activity. In some cases, teachers may deem it more beneficial for children to revisit objectives from previous weeks rather than introduce new ones.

Each week, there will also be science, music, Spanish, Art/DT, RE, PE and computing activities set. Where possible, these activities will correspond with the curriculum that would have been taught in school. However, changes may need to be made in order to suit the purposes of online learning.

Remote teaching and study time each day

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

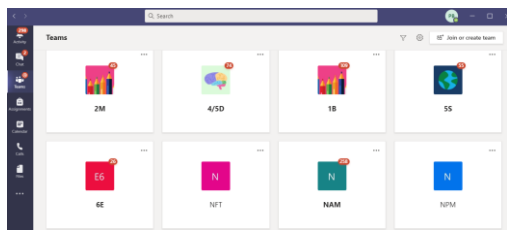
We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 1	3 hours a day, on average across the cohort, with fewer hours for younger children.
Key Stage 2	4 hours a day, on average across the cohort.

Accessing remote education

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

Harrington Hill uses **Microsoft Teams** for delivery of the online remote curriculum. Each pupil will receive a school login/password in order to access their classes' Team.



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:

- Laptops/tablets are issued to pupils who do not have access to a device at home. Parents/carers are asked to contact the school to notify them of their need. Parents/Carers are asked to complete a 'Home use of school devices agreement form' before taking the device home.
- Parents/Carers who require extra data or do not have Wi-Fi access are asked to contact the school to request free data/a 4G router. The school will make a request to the DfE on their behalf.
- Pupils with no online access are able to request a work pack from the school. The teacher will create a pack of work which is printed off by the office team and then either sent by mail or collected, in person, by the parent/carer. The school will then endeavour to support parents with gaining online access.

How will my child be taught remotely?

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

- Live teaching (online lessons).
- Pre-recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers).
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- On request, printed paper packs produced by teachers (e.g. workbooks, worksheets).

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?

Pupils are expected to complete the work set for them by their teacher on Microsoft Teams and, where possible, to submit their work afterwards. When attending live lessons, pupils must ensure they:

- Are ready to learn when joining the call – e.g. has been to the toilet, has water ready in case they need a drink, has paper and a pencil, wearing appropriate clothing.
- Join the Teams meeting promptly, ensuring their camera is switched on and microphone muted.
- Raise a virtual hand if they need to ask the teacher a question or respond to a question.
- Remain in the Teams call for the entire lesson, showing full participation and completing the work as assigned by the class teacher.
- Only use the chat function on Teams when linked to the learning of the lesson.
- Use polite language when talking.

In order to support the pupils and to keep them safe online, **parents/carers** are asked to ensure the following:

- Access to the Teams call is made using the child's login.
- An appropriate adult (parent or carer) remains in the room during the school Teams call.
- That adults present in the call are dressed appropriately.
- School Teams calls will take place in a communal home environment; for example: lounge, kitchen or dining room.
- All members of the household to be aware that a school Teams call is taking place.
- The school Teams call has been ended correctly and signed out.
- Log on promptly to the call as LIVE lessons will begin on time.
- Your child completes 3-4 hours of home learning per day, preferably within school hours.
- Your child shows good learning behaviours throughout the call – resilience, independence, active listening, good talk, teamwork.

Parents/Carers are asked to alert the class teacher if their child is not able to complete work e.g. family emergency, or to report a child's sickness absence.

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

Pupil's engagement in live lessons will be monitored daily by class teachers. Teachers will also monitor whether or not children are completing and submitting the tasks set.

Where there are concerns, the class teacher or another member of staff will contact parents/carers, either that day or during their weekly catch-up phone calls.

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:

- A written note pointing out features of the work that made it particularly successful.
- Recorded audio or video files celebrating individual pieces of work.
- Online quizzes produced on Microsoft Teams.
- Recorded videos providing feedback on a lesson and introducing next 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:

- Children with an EHCP will be offered a place in school, in accordance with government guidelines.
- Where possible, children on the additional needs register who require additional support with their learning may also be invited to attend school.
- Those not attending will have individualised weekly learning packs supplied and a weekly 1:1 session with the teacher to review their learning. They will also be encouraged to join live lessons where possible and appropriate and engage in 1:1 online tutoring.
- The Educational Psychologist and the Speech and Language therapist will be in regular contact with the families of children on their caseload to offer support.
- The teachers will be in close contact with all the families and therefore have a good understanding of the children's needs and they work closely with the parents to meet these.

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 a pupil is self-isolating but the rest of their bubble is not, each week a pack of work will be sent home to the pupil's address. Where possible, the work provided will correspond with the work being set for the children in school. At a minimum, this will include a maths, reading/writing and topic-based activity. Completed work can be photographed and submitted by email to admin@harringtonhill.hackney.sch.uk to be passed on to the class teacher for feedback.

If a pupil is self-isolating because their bubble is self-isolating, online teaching and learning will resume as stated in this document.