Haytor View Community Primary School & Nursery
Remote Learning Statement for Parents & Carers
February 2021

Learning together - enjoying success - aiming high - celebrating difference – enriching community

SCOPE OF STATEMENT

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.

This policy and arrangements apply to:
● Children who are shielding;
● Children who are self isolating as a result of having a positive COVID test;
● Children who are waiting for results of a COVID test due to displaying symptoms;
● Children who are self isolating as a result of having contact with someone who has tested positive for Covid;
● Bubble/s which are self isolating due to instructions from the DfE and PHE;
● Children for whom provision is not available due to school closure following national guidance.

For further information regarding our remote education provision, please refer to the policy: *Remote Learning, Communications and Provision*

AIMS

The aims of our Remote Learning and Provision Strategy is to:
● Ensure consistency in the school's approach to remote learning and provision;
● Set out the roles for all members of the school community with regards to remote learning;
● Provide appropriate guidelines for data protection;
● Outline the school's approach to children who are shielding or self isolating as a result of Government guidance.
● Support pupils to stay safe and well;
● Maintain contact with our children & families, it is important for all of us that we maintain a positive relationship as we seek to support the well-being of all of our children & families, both during periods of absence and when looking to return children successfully to school;
● Support every pupil and family by providing activities and teacher support through regular communication routes;
● Minimise any detrimental impact to pupils' education, well being and development as a result of them not physically attending school;
● Provide continuity in the delivery of the school curriculum;
● Provide all children with the support and provision appropriate to their individual needs, in order to help them remain engaged, happy, healthy and safe during periods of remote learning and provision;
● Provide all children with access to high quality learning experiences;
● Maintain with all children the relationship they have with school and school adults;
● Maintain our commitment to safeguarding during times of remote learning and provision;
● Work with parents to protect children from the risks related to using the internet;

THE REMOTE CURRICULUM: What is taught to children 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?

On day one of a Bubble self isolating:

- The COVID-19 splash page is put onto the website (parents will be familiar with this from the Summer Term), which will detail learning activities the children can do at home;
- A weekly menu of activities and ideas are provided for children to 'dip in and out of';
- References to a range of learning options including: investigations; lines of enquiry; exploration; websites; activities; key questions;
- The teacher will then plan for the 2 week sequence of work for the cohort self isolating, delivered using a variety of means including google classroom;

During wider school closure, arrangements will be made to ensure school contact is made with the parent and family weekly or more frequently where appropriate to review need.

In the event of an individual pupil absence:

- A member of admin staff makes a first day contact in the event that a child is off from school as a result of COVID related reasons;
1. The class teacher discusses remote learning arrangements with the parent in order to agree a plan with the family which best meets their individual circumstances;
2. The Parent Worker seeks to provide any pastoral support the family may need;
3. Staff ensure the parent is clear on how to contact the school if they have any queries or concerns;

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?

- Learning planned will link directly with what the children would have been learning/covering in school, to ensure that curriculum opportunities and subject range are relevant and follow the planned curriculum.
- We have had to make some adaptions in some subjects, including ICT, PE, Art, D & T and Music, as we are not able to following the rolling programme due to resourcing challenges. However, we provide alternative curriculum opportunities and suggestions in these areas.
- Plans will be differentiated and pitched appropriately according to the ability of the class, to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- Teachers will ensure that many of the tasks set will be able to be completed independently, whilst recognising the individual needs of different year groups.

- The class teacher will review the resources children have access to and adapt learning to account for all children's needs.

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
Key Stage 2	4 hours a day

Accessing remote education

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

The school will use a range of different teaching methods and materials during periods of remote learning to support children's access to high quality curriculum opportunities, as well as helping to explain concepts and address misconceptions easily.

The purpose of our remote learning strategy is to support an effective workflow for children including:
- The setting of learning tasks;
- The communication systems to support effective engagement of children and parents;
- Creating materials which support children's engagement with learning;
- Providing pastoral support;
- Providing learning support;
- Delivering an accessible remote learning strategy for every child;

The nature of remote learning will vary depending on:
1) The age of the child;
2) The individual learning characteristics of the child;
3) The individual family circumstances;
4) The child's independence levels;
5) Any additional needs the child has.

We use the following online tools to deliver our remote learning and assessment strategy:
1) Coronavirus splash page;
2) Google classroom – including live teaching sessions
3) Bug Club
4) Zoom sessions
5) Powerpoint
6) Phone calls with children where IT is not accessible

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:

- Learning will be made available for children who do not have access to an electronic device or the internet, arrangements will be on an individual basis. Learning will be printed for families and where appropriate this can be collected from school, or where this is not appropriate it will be delivered or posted;
- Children who do not have access to online means to submit learning are able to return this to school for their teacher's attention. Teachers follow up discussion with children using telephone where children do not have access to online communication;
- Parents receive weekly phone calls from a member of class staff, in order to ascertain any unmet need;
- There are weekly reminders on the newsletter regarding how parents can contact school in order to discuss any challenges they are having in accessing remote learning;
- Weekly letters go out to parents reminding them of communication routes;
- Daily texts are sent to parents, to provide a comfortable prompt regarding engagement with school;
- Class teachers support parents in setting up IT or overcoming any challenges faces in accessing the internet based tools being used by school;
- We have engaged parents regarding accessibility to IT via a series of consultative exercises, regarding the availability of both hardware and broadband. We have a list of need and have prioritised roll out of DfE laptops and routers, this is based initially on multiple children in the home with one device or where a parent/carer is home working and needing the one device for this, which restricts their child's access;
- We monitor children's engagement with remote learning and discuss any unmet need with parents/carers in order to facilitate access;

How will my child be taught remotely?

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

We use a range of online and offline approaches to remote learning including:

- Live teaching via online lessons
- Printed learning packs
- Websites are drawn upon for relevant resources
- Bug Club reading resource
- Independent research within a specified curriculum framework

Coronavirus Splash Page

In the event that a Bubble is self isolating, in the first instance the Coronavirus splash page will be reinstated as this is a format the parents are familiar with.

The key features of the website are:
- It reflects the individuality of each of the members of staff, in order to enable children to maintain a connection with their practitioner/s personality;
- It includes messages from the class teacher, maintaining a relationship which sits outside of formality;
- It references previous experiences or relationships through the use of anecdotes or photos;
- It is engaging and positive to support children and parents' levels of comfort;

Coronavirus splash page includes:
- A menu of ideas and activities for children to 'dip in and out of';

- References to a range of learning options including: investigations; lines of enquiry; exploration; websites; activities; key questions;

The aim of the Coronavirus splash page is to provide activities with the potential for parent and child engagement, at whatever level they require, in order to personalise the provision according to individual circumstances, as parents click on the suggested activities on this page they are encouraged to be comfortable that:-
- some might fit, and others might not;
- they might just give parents ideas of other things that they might do with your children;
- parents can listen to their child if they tell their parent that they're not ready to do something;
- parents know their child best and they know what will support their well-being as a person and as a learner;
- sharing time with their child doing anything, or nothing, is valuable and developmental;
- parents will make the right decision for their child, their family and themselves.

School staff are keen to hear from about anything that children and families get up to with together and equally about any difficulties that they may be having as getting in touch always makes people feel better. Parents can do this by uploading photos, messages or anything that they want to share via the website or by getting in touch by the usual means: telephone, email or through the School Gateway.

The website is adapted according to feedback received and engagement of children and families.

Use of internet based tools
The school will use a range of internet based tools, as well as physical materials to deliver Remote Learning both individually and to a Bubble, including:
- School website
- Google classrooms
- Use of Bug Club – school reading scheme
- Zoom based interactions
- Online tools for EYFS KS1 KS2
- Use of Recorded video or audio for start of day introduction, instructional videos and assemblies
- Phone calls home
- Printed learning packs
- Use of BBC Bitesize
- Other educational websites
- Reading tasks
- Powerpoint, including the use of 'voice over' to provide opportunities for teachers to deliver teaching, introductions, support;

Use of Google Classroom as one of the tools the school is using to support remote learning delivery:
Alongside the tools listed above the school introduced the use of google classrooms in Autumn 2020, this will provide a further avenue of support for the school to:
- Communicate with individual classes with email, chat and video;
- Manage the classroom to set learning, give quizzes, support assessment;
- Support children's learning and progress via online teaching;
- Collaborate with colleagues where we can: co-edit documents, spreadsheets, etc;
- Manage data confidentially;
- Support individuals in being able to access learning, through a range of tools;

Engagement and feedback

We are keen to ensure that our remote learning and provision strategy is fit for purpose, meets needs and has a positive benefit to children and families.

We take into account all feedback received via the website, telephone or other means in order that we can shape our provision in response to feedback received.

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We understand that parents may struggle to support their children with learning remotely. The school does not expect that children will complete all the tasks provided and advocates a little and often approach. Teachers will ensure some of the tasks set will be able to be completed independently.

Through discussion we seek to establish what each parent and family is comfortable with as a starting point and then work from there seeking to further broaden their comfort and engagement, this will be secured through individual engagement as defined in our policy.

Children are responsible for:
- Demonstrating a good learning attitude to remote learning;
- Engaging with activities that they enjoy and feel comfortable with;
- Sharing any challenges they are having with remote learning with their parent and teacher;
- Doing some reading every day;
- Using any IT equipment safely;
- Engaging with regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;

Parents

Parents are responsible for:
- Supporting their child(ren) as best they are able given their own home circumstances;
- Engaging with the school during their child's period of absence.
- Supporting their child in accessing learning remotely;
- Encouraging their child and celebrating their achievements;
- Being attuned to the well being of their child;
- Being mindful of mental well-being of both themselves and their child and encourage regular breaks, games and get fresh air;
- Supporting their child in having regular screen breaks;
- Discussing any concerns or queries they have with the school at the earliest opportunity;
- Being respectful when making any concerns known to staff;
- Informing the school if they need support in accessing remote learning or require an alternative format;
- Reporting any absence;
- Attempting to make use of the resources shared with them i.e. printing sheets, using relevant mathematical methods et

We would encourage parents to support their children's learning, including finding an appropriate place to sit and, to the best of their ability, support pupils with learning encouraging them to engage with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly and is appropriate, but school cannot guarantee that the chosen IT platform will work on all devices. Should accessing learning be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

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

Class teachers encourage children to maintain a positive 'learning attitude' during periods of remote learning. Where of an appropriate age children are responsible for the completion of their learning and choices they make over their levels of engagement.

Younger children will rely on their parents to support them in accessing their remote learning. All children will need support in accessing in Google Classrooms from Foundation Stage to Year 5.

There will be regular contact parents weekly, in order to provide any support where necessary, this maybe by phone call or email via the admin account.

Children's engagement with learning will be monitored throughout the week, where concerns emerge regarding levels of engagement these will be flagged early with parents in order to seek to address any access challenges.

How will you assess my child's work and progress?

We recognise the methods used for marking and feedback will vary depending on the child's age and individual learning context. All approaches to marking and feedback will seek to maintain and build children's engagement with learning and a positive view of themselves as a learner.

Teaching staff will oversee engagement and progress for the duration of the remote learning period and will provide feedback on learning in line with feedback section of this policy. This may include:
- Group feedback via the website;
- Class group emails;
- Individual feedback via online means;
- Or through individual discussion where appropriate;
- Reponses provided to learning submitted via: splash page, Google Classroom, email or paper based.

Class teachers will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with their Phase Leader where appropriate.

Class teachers will identify which formative assessment and feedback methods best fit the learning set and the children and discuss additional support or provision with their Phase Leader where required.

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:

- The class teacher will arrange additional support for children with SEND which will be tailored to the children's individual needs;
- Attention will be paid to any individual plans in place for the child;
- Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning. A weekly phone call home will be made in order to discuss provision;
- Parents are provided with the school's email address in order to raise any questions or concerns they have;
- Weekly telephone discussions take place with parents of children with SEND, in order to establish any challenges and alternative provision;
- Consideration is given to an in school provision place where appropriate, during periods of school closure;

We will consider whether bespoken communications could be appropriate in some circumstances. For example, to provide pastoral care or provide support for pupils with special educational needs and disabilities (SEND).

The class teacher will monitor the academic progress of pupils with SEND and discuss additional support or provision with their Phase Leader where appropriate.

During periods of bubble or school closure, we continue to work with external agencies in support of children with SEND.

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?

In the event of an individual pupil absence:
ADMIN TEAM
- A member of school admin team makes a first day contact in the event that a child is off from school as a result of COVID related reasons:
1. They discuss the reason for the absence in order to ascertain whether the child is absent for legitimate reasons, where this is not the case we support the parent in returning the child to school;
2. They ascertain if the child is entitled to a free school meal, where this is the case they invite parents order their meal provision from a packed lunch menu;
3. They explain arrangements for the delivery of the free school meal;

4. The admin staff ensure the parent is clear on how to contact the school if they have any queries or concerns;
5. The admin staff email the Leader of Learning and Development to inform them of the absence;
6. The admin staff email the Class Teacher to inform them of the absence;
7. The admin staff email the Parent Worker to inform them of the absence;

LEADER OF LEARNING AND DEVELOPMENT:
1. Where appropriate makes contact with the family and they discuss the reason for the absence in order to ascertain whether the child is absent for legitimate reasons, where this is not the case we support the parent in returning the child to school;
2. Where the absence is for legitimate reasons they ascertain if they require any support to access testing;
3. They ensure the parent is clear on how to contact the school if they have any queries or concerns;
4. They ensure the class teacher is aware of the absence and makes contact with the family;

CLASS TEACHER
Where an individual family are self isolating:
1. Class teacher makes contact with the family and signposts them to remote learning, ascertaining any access needs including whether they need to receive printed learning;
2. They discuss home learning arrangements with the parent in order to agree a plan with the family which best meets their individual circumstances;
3. They ensure the parent is clear on how to contact the school if they have any queries or concerns;
4. A member of school staff makes contact with the family on a weekly basis or more frequently to review needs;
5. Class teacher seeks to speak with the child once a week to review their well being and learning;
6. The teacher will provide feedback using online tools, or where parent has returned printed learning the teacher will make contact with the child to provide feedback either in follow up learning set or via telephone call;
7. Learning planned will link directly with what the children would have been learning/covering in school, to ensure that curriculum opportunities and subject range are relevant and follow the planned curriculum.
8. Learning will be differentiated and pitched appropriately according to the ability of the child, to ensure that the curriculum remains fully accessible and inclusive via remote learning.
9. Teachers will ensure that many of the tasks set will be able to be completed independently, whilst recognising the individual needs of different year groups.

PARENT WORKER (on their next allocated working day)
1. Makes contact with the family and seek to provide any pastoral support the family may need;
2. They ensure the parent is clear on how to contact the school if they have any queries or concerns;