

Harnham Infant School

Remote Education Offer – January 2021



Introduction

This offer is designed to tell parents and carers about the remote education that Harnham Infant School will provide in the event of periods of school closure of pupil isolation relating to coronavirus (Covid-19)

It is intended to provide clarity and transparency to families so that they know what to expect if their child has to remain at home for any reason.

The remote curriculum: what is taught to the 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?

In the first day or two of being sent home, pupils will be given learning tasks that revise and consolidate their previous learning. They will be activities that the children will be familiar with. If this is an individual child, for example, if they are awaiting a Covid test result, work will be emailed to the parent to download and complete at home, or paper copies made available for collection. If it is the whole bubble or school, then these activities will be uploaded to our online learning platform, Seesaw. Every child has a Seesaw online journal and parents are asked to support their children in uploading their work to Seesaw so that the teacher can see it and give effective feedback to the child.

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?

During periods of whole bubble or school closure, we teach the same curriculum remotely as we do in school, where this is possible and appropriate. Some adaptations may be needed in some subjects, depending on things like availability and accessibility of resources. An example might be if we had some artefacts to use in a lesson in school, then perhaps photographs would be included in the remote learning information instead, or Science experiments changed to reflect the lack of more subject specific equipment at home. Other aspects of educational provision will also be different, for example, the children will not be able to access their Forest School session, but may be set some outdoor learning activities to do at home instead.

However, we are intentional about following our school curriculum map and progression of skills, so that this path will continue for children in their learning at home. Daily work is set for the children to make up the 3 hours learning that is recommended.

Teaching the same curriculum remotely as we would in school is also helpful for children who are attending school part time as part of provision for children of the critical workers in response to Covid-19. This means learning is sequential and they can continue the next day from the same place whether they are in home or at school.

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 3 hours per day to complete. This is broken down in the following way:

Age of pupils	Time allocation per day:
EYFS	Talking time / Vocabulary – 20 minutes Reading – 20 minutes Phonics – 20 minutes English – 30 minutes (this may be linked with topic work) Maths – 30 minutes (including number games / songs) Topic work involving PSED, PD, EAD, UTW – 1 hour
Year 1	Speaking and Listening / Vocabulary – 20 minutes Reading – 20 minutes Phonics – 20 minutes English – 30 minutes (this may be linked with topic work) Maths – 30 minutes (including number games / songs) Science and Foundation Subjects – 1 hour
Year 2	Vocabulary / Word of the Day – 20 minutes Reading – 20 minutes Phonics / Spelling – 20 minutes English – 30 minutes (this may be linked with topic work) Maths – 30 minutes (including number games / songs) Science and Foundation Subjects – 1 hour

Across the school, learning will be further enhanced by the sharing of assemblies, story times and other physical activities which are recorded, sent out and encouraged to be completed in addition to the allocation above. (Growth Mindset assemblies, Go Noodle or Joe Wicks daily exercise etc)

Accessing remote education

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

Online remote education is provided through the online platform Seesaw. Each pupil has their own account linked to the class where they can access teaching videos, activities and be able to have immediate contact with the teacher for support and feedback.

Each morning, the class teacher uploads or records a morning message for the children to outline the work and learning for the day. Seesaw then shows you who has opened the message and accessed the lessons. This is how the class teacher can record a daily 'attendance' register, which is then monitored by the senior leadership 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:

As a short term arrangement, paper copies of all work can be provided and families asked to collect from the school office or delivery can be arranged in the case of pupil isolation. Printed work can still be sent to the class teacher via the online platform or through an email for feedback and marking suggestions. In the event of not having any online access at all, work packs can be dropped back to school the following week when families collect the new set.

Any families that do not have access to the technology needed to access the remote education will be asked to let us know, either through a dedicated phone call with the class teacher or through a message in the school newsletter encouraging them to let us know using our support email address requestforsupport@harnham-inf.wilts.sch.uk A list of requests for support with devices is being kept and updated in priority order as outlined by Wiltshire Council guidelines.

We will use any donated spare devices and use the allocation of money from Wiltshire Council to purchase devices that belong to the school but that can be loaned out to the families, in line with our acceptable use policy.

There will also be support to obtain internet connection, through for example, a mobile data bundle that parents may be able to access through their provider.

Parents can also be signposted to other charities that are supporting with second hand quality devices.

How will my child be taught remotely?

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

- ❖ Pre-recorded teaching videos created by the year group teachers. These will differ in quantity per day and per week and year group dependent, according to what is being taught or revised, although children may be directed to watch a particular video more than once if they are continuing work on the same theme the following day.
- ❖ Very occasionally, external video links, such as Oak National Academy or BBC lesson will be provided, where this enhances what we are teaching for example, a particular assembly.
- ❖ Written morning messages from the class teacher to set the expectations and outlines for the day ahead. This can be used to see which families have read it in turn supporting our attendance monitoring.
- ❖ Worksheets and activities uploaded that the children respond to. Seesaw has a function where you can either print what has been uploaded or respond to the template on the screen. This can then be saved as the pupils work. This means there is no requirement to have exercise books, paper, pens etc at home. If parents choose to print, then the expectation is that the work will be uploaded back to Seesaw for the teacher to give feedback.

Parents can also upload photographs, voice clips or video clips of their children's learning where tasks have been very practical based.

- ❖ Online subscriptions to support individual learning e.g. Numbots, Times Table Rockstars, Reading platforms.
- ❖ Other commercially available websites where a family would like additional ideas or activities e.g. Phonics Play, Teach Your Monster to Read etc. This is not an expectation to access these, they are an enhancement.
- ❖ Printed paper packs provided by the teachers where needed.
- ❖ In time, some 'live' opportunities may be available, such as a story time.

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 very understanding that every child's individual family and home circumstances are unique. Some parents will be working full time from home and juggling supporting their children with remote learning too. We also recognise that, as an infant school, our children are young and may require more adult support or intervention with their learning than perhaps some of their older counterparts. Therefore, we have made parents aware of our offer and expectations, given a suggested timetable to complete them but ask that above anything, they engage with online learning in the way that best suits their family life and circumstances.

We will upload morning messages and work for the day by 9.00am so that they can work through them at their own time and pace.

Parents are aware that teachers are keeping a daily register according to who has accessed Seesaw that day and managed to upload at least some learning.

In the event of feeling overwhelmed, teachers are able to advise parents of a way to simplify tasks or put them in priority order to be completed.

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

Pupil engagement with work is monitored daily through the morning announcement and through the work that is uploaded to children's individual journal on Seesaw.

Parents and children can also use this platform to send messages (written or voice messages) to the class teacher to say how they are getting on and ask for a further challenge for their child or some additional support too. Activities can be set and adapted according to children's individual learning needs.

We also keep in touch with families through a fortnightly telephone call. However, where there are concerns about the level of engagement in remote education then a weekly, or more frequent, telephone call will be made to check that everyone is ok and to encourage and signpost towards remote learning.

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

Our approach to providing feedback on pupil's work is frequent and timely. It takes place as follows:

When a child responds to a task on Seesaw or uploads their piece of work, this needs to be approved by the class teacher before it goes in the child's individual learning journal.

Once the teacher has approved the work, they may give it a 'like' in order to acknowledge the piece of work submitted by the child and that it has met the intention of setting the task.

In addition to this, teachers will write written comments or record a voice note on the children's work to give more personalised and individual feedback. This will always happen in a timely manner as teachers monitor Seesaw throughout the day. Where appropriate, a next step or further challenge will be identified and included in feedback, perhaps through a learning question such as 'Can you think of another word for... or Now can you try..?' or 'What happens if...?' to gently nudge the

children's response. This may not happen for every piece of work but can be dependent on the level of engagement of the family and their circumstances.

Feedback is also given through the telephone calls to families. Teachers will always ask parents how they are finding the level of work and if they need any additional support or challenging ideas for their children. Where possible, teachers will speak to the children too to talk them through their learning and encourage them.

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, pupils with Special Educational Needs and Disabilities (SEND) may not be able to access remote education without additional targeted support from adults at home. We acknowledge the difficulties this may place on families and we are committed to working with parents and carers to support these pupils in the following way:

- ❖ Pupils with SEND, where they are in school as part of the vulnerable children or critical worker bubbles, will continue to have access to interventions and small group or 1:1 teaching.
- ❖ Where these pupils are at home, highly differentiated, often personal learning tasks are created and assigned to them on their Seesaw account, as set by the class teacher or as supported by the SENDCo. Additional correspondence with parents, such as email contact or extra telephone calls may be appropriate and provided by the SENDCo.

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 child is accessing remote education due to self-isolation, then the curriculum being offered at home may be slightly different to what is being offered in school. This is because the class teacher is teaching the majority of the other children in the classroom at school. In this case, a specific stand – alone project has been prepared to send home to the children that is intended to last the duration of the self-isolation period and a daily email between home and school is expected to take place to keep in contact and offer feedback to the child and parent. This stand-alone project is updated termly in line with the changing class topic and coverage of skills for the term and is supplemented by additional reading, writing and maths activities that reflect what the other children are currently learning about in the classroom.