

## **HERON WAY PRIMARY SCHOOL - REMOTE EDUCATION PROVISION**

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.



### **What Should my Child Expect From Immediate Remote Education on the First Day or Two of Children Being Sent Home?**

Your child'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.

### **Curriculum Organisation - Will My Child Receive the Same Curriculum as They Would 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. The similarities are that your child will receive daily sessions in mathematics and English. There will be a broad range of subjects across the curriculum taught on different days during the week - these may be discreetly taught or as part of an overarching topic.

### **How Much Time Should be Spent on Work Set by the School Each Day?**



This will depend on the age and phase of learning that your child is in. As a guide we will aim to provide the following:

Early Years	Up to 2 - 3 hours a day
Key Stage 1	Up to 3 hours

Key Stage 2

Up to 4 hours

### How Will my Child Access Online Remote Education That the School is Providing?

In Early Years all work is posted through the platform Tapestry. In all other year groups the work is posted in the usual manner through Google Classroom.

### Some of the Advantages of Google Classroom are:

<b>Easy to use and accessible from all devices.</b>	Even if you are not a Google user, using Google Classroom is straightforward. As it is delivered through the Chrome browser this makes it accessible from all computers, mobile phones, and tablets.
Communicate and Share	Google docs is an excellent way of staff posting assignments that can be accessed immediately by your children at home. Rather than using emails, staff can create assignments and messages that are posted instantly to the children in their class.
Set That Work	Assignments allow activities to be set and posted out to all members of the class. These can then be completed online and turned back in by the children. Staff can easily follow who has "turned in" in their assignments and also send some positive reminders!
Feedback	Feedback through Google Classroom and Google Meet is quick and immediate - allowing for comments on work to be posted instantly back to your child.
Paperless	On the whole we will endeavour to make our remote learning paperless - removing the requirement for printing at home and also saving our planet!

### If I do not Have a Device at Home or Access to the Internet - How Will We Complete the Work?



The school has provided 80 chromebooks to those families that required further support with device access at home. We will continue to monitor the needs of our families to ensure all children at Heron Way have access to a device within their home. The school can also provide a wireless router to those families who do not have any internet access at home. This is provided through the 4G network. It is important that you test the 4G capabilities within your area here - before you are supplied with a data provider: [4G Signal Checker](#)



### How Will my Child be Taught Remotely?

This may be dependent on the age of your children - or dependent on whether your child has any special educational needs. In all phases of learning children will have assignments posted online. A typical daily teaching input will look like this:

- One video explaining the mathematics and English tasks for the day
- One video outlining an activity from another area of the curriculum - topic/science/PSHCE etc
- Activities to support the above
- An overview of the learning activities for the week for parents
- Oak Academy, BBC Learning and other teaching sites may be used for some activities

To further enhance our provision, Class Teachers will be providing a zoom for six children every day. This might be sharing a story or used as an opportunity to provide face to face feedback. Children who are attending the key worker bubble groups in school may not be able to attend these sessions due to timetabling and learning environment difficulties.

Live sessions - continue to be a hot topic both nationally and locally as they are often promoted as the "gold standard" of remote provision. However, it depends on what we mean by a live session. If your child is at home and they receive a number of live sessions every day. No cameras are used and you only see the teacher - they sit and they listen. It is very much a dissemination of information exercise - with limited interaction. This suits itself more to a teaching style approach deployed in secondary and further education - however in primary education the lessons are very different. If a child in your class does not understand something, or you pose a question that requires you to unpick a misconception - this can require a lengthy debate that can take 15 minutes and a further 30 questions. You skillfully build a general consensus of understanding that is consolidated across your class. A free flow of information is exchanged between class and teacher where you require the data back from the children in that live scenario. The data a class teacher can receive comes in many forms; it could be a facial expression, a question or an answer, but all of this is happening in real time. Your ability to process and respond, on the spot, makes for an outstanding lesson. You cannot do that with live class sessions - unless you have small groups. This is why we have chosen to go down this route with our live sessions. Live sessions are also trickier with younger children, and often the child requires a parent or carer to be present. One of the advantages of our teaching videos is that they can be accessed at a time that suits both the parent and the child. This was something a number of parents highlighted as an advantage over the live session.

## Our Expectations of Parental Support and Children's Engagement



The intention is that all work that is set is completed by your child. If your child is struggling with the content of the work then it is important for you to notify your child's class teacher. There are many reasons why children might find home learning more of a challenge than the learning that takes place in the classroom. Most importantly - home is home and school is school - we should not take this lightly and must recognise that children process their environment and then condition themselves accordingly - it is a natural response for them. As a school we would ask for your support that you encourage a regular routine at home and factor in breaks for your child as you see fit. If your child is on a Google Meet session with their teacher - please ensure they are dressed and fed prior to the meeting taking place - all of this preparation occurs before your child goes to school, therefore if we want our children to be in the best frame of mind for remote learning, these routines are crucial for success. It is also important to recognise that your children are trying their best - it can be frustrating when they may not understand something or if they feel they are unable to complete something - nurturing and positive encouragement are great! Criticism and exasperation often creates a negative situation with a downward spiral effect! (We have all been there as parents). There is nothing wrong with just leaving it.....notify the teacher that you have, but actually you would welcome some support in developing your child's understanding of the work that has been set. We would much rather this as it notifies us that this is an element of your child's development that we need to revisit.

## How Will you Check Whether my Child is Engaging With Their Work? Will you Inform me?



All teaching staff fill out a remote engagement form for your child on a weekly basis. This is scrutinised by the school's Senior Leadership Team and then any concerns are passed to our Vulnerable Pupil Team. Early intervention is always key with any concerns, so we will be in touch as soon as we see a concern around your child's engagement or attendance in Google Meet sessions. We will notify you by email or telephone. We also provide you with a three week connect session with your child's class teacher - this also provides another opportunity for any concerns to be raised.

All parents have been provided with an email address for their child's class teacher - any concerns you may have can be raised through this platform. Should you have further concerns then these can be raised by emailing [admin@heronway.org.uk](mailto:admin@heronway.org.uk) and your concern will be directed to the most appropriate person.



### How Will you Work with me to help my child who needs additional support?

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:

- Google classroom facilities offer additional resources, with a variety of interactive support materials, in which pupils can access at any time to enhance or support their learning.
- Children who are working at a different curriculum level to their peers are having differentiated work set, with personalised targets to achieve.
- Work can be recorded and uploaded in a variety of ways to show learning is taking place across the curriculum, including photos, videos and with the use of ICT.
- Practical learning tasks have been set, providing opportunities for real life learning experiences to take place.
- Resource packs with practical resources to support different areas of the curriculum have been distributed to enable additional support for pupils and parents when accessing learning.
- Bespoke resources have been provided to be used at home to support for individual physical and learning needs.
- Individual learning plans have been reviewed and a personalised home learning target has been set.
- Parents have the opportunity to discuss any additional support needs through a 'keeping in touch' video session and continue to utilise the communication facility provided on our individual learning platform.

**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.**

Year Group	Remote Provision (What is posted and how often)
EYFS	<p><a href="https://docs.google.com/document/d/1dJohTQx2t9V901mk70wngRflQWgoiNCU1qXTh_Fpbbe/edit?usp=sharing">https://docs.google.com/document/d/1dJohTQx2t9V901mk70wngRflQWgoiNCU1qXTh_Fpbbe/edit?usp=sharing</a></p> <p>These will be posted and made available to the children as and when necessary. There will be 3 activities per day - 1 literacy, 1 numeracy and 1 other area of curriculum learning.</p> <p>Mixture of Oak Academy and White Rose learning being used.</p>
Year 1	<p>Folder on google classroom labelled 'Self isolating remote learning provision'.</p> <p>In it there are 10 days worth of Literacy and Maths activities covering basic skills. There are also ideas for science and topic lessons plus lessons taken from Oak Academy.</p>
Year 2	<p>Folder on google classroom labelled 'Self isolating remote learning provision'.</p> <p>In it there are 10 days worth of Literacy and Maths activities covering basic skills. There are also ideas for science and topic lessons plus lessons taken from Oak Academy.</p>
Year 3	Oak Academy Lesson and White Rose Lesson Grids posted in a separate tab on Google Classroom.
Year 4	Oak Academy Lesson and White Rose Lesson Grids posted to individual children on Google Classroom.
Year 5	Generic activities such as Years 5 & 6 spelling words/a topic grid/handwriting sheets/ reading comprehensions. Children will be able to access this and the teacher will upload anything that is relevant from that week's learning.
Year 6	<p>Have created a weekly folder which has work linked to what we are doing in class and the children can complete at home. These are in the form of a PowerPoint that has instructions on the task and usually a worksheet, if it is a writing task, often with an example to make it clear for the children. There is usually a reading task, a language task, but it would depend on the focus of learning for that week.</p> <p>Maths - videos have been uploaded, some from last year and some from work we have done this year. These videos explain strategies and are used to support revision and parents in knowing how we teach something in school. Some have worksheets that can be done alongside, others require children to find their own examples from the internet. Maths is always going to be revision and retrieval as we would then support the child when they came back with the learning that was missed.</p>

