

# **Holmer C E Academy**

## **Remote Learning**



## **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 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?**

On day one, pupils are able to access their educational platforms such as Mathletics, Education City, TTRS, Oxford Reading Owls etc. where they can continue with learning games and challenges which are automatically pitched at their level.

Remote Live Teaching is available from Day 2.

#### **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, wider opps music lessons will be replaced with music lessons which do not require pupils to own their own musical instruments and instead consist of music appraisal, rhythm work and song 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:

Primary school-aged pupils	Key Stage 1: 3 hours a day minimum. Two 'live' lessons.  Key Stage 2: 4 hours a day minimum. Two 'live' lessons.
Secondary school-aged pupils not working towards formal qualifications this year	
Secondary school-aged pupils working towards formal qualifications this year	

## **Accessing remote education**

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

Live Lessons will be taught using Microsoft Teams. Activities will be uploaded to SeeSaw app. Guidance for using both of these was provided in letters emailed home to parents/carers. Duplicates, along with password resets, are available by contacting the school office: [admin@holmer.hereford.sch.uk](mailto:admin@holmer.hereford.sch.uk)

### **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:

- A letter was sent out to identify families who would need to borrow a laptop/device through school.
- Laptops/devices subsequently issued. For any further enquiries contact [admin@holmer.hereford.sch.uk](mailto:admin@holmer.hereford.sch.uk)
- Sim cards containing access to free data and wifi are available by contacting the school office (see email address above).
- Any remaining pupils who don't have online access can contact the school office to arrange a solution.

## **How will my child be taught remotely?**

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

- live teaching (online lessons) – a minimum of two a day in KS1 and KS2 using Microsoft Teams.
- Activities uploaded to SeeSaw app – all afternoon activities will be uploaded here. Pupils can also upload responses and teachers can comment on work.
- Occasional recorded teaching (e.g. Oak National Academy lessons)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- For pre-arranged pupils only, textbooks and reading books pupils have been sent home.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (e.g. BBC Bitesize, White Rose etc.)

## **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?**

- All pupils to engage in all live lessons unless previously agreed by Head Teacher. Registers will be taken daily at each session.
- All pupils to respond to activities set on a daily basis.
- Parents/Carers to facilitate routines to support children's education. E.g ensuring children are prepared for live lessons, ensuring technology works.
- Parents/Carers to contact the school if they are experiencing or anticipate any difficulties so that a solution or alternative provision can be made.

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

- Staff will be taking registers of pupils participating in each live lesson and of work submitted each day.
- Where engagement is a concern parents/carers will be contacted in the first instance to see what support can be put into place.
- If no response, school may carry out a home visit.

### **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:

- Staff will assess all work submitted in the same way that they would in school.
- Pupils will receive immediate feedback during live lessons.
- All pupils will additionally receive at least one piece of feedback per day to a submitted piece of work on SeeSaw (Tapestry in EYFS).

## **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:

In this section, please set out briefly:

- Where possible staff will differentiate tasks to ensure all pupils (Including SEND) can access remote learning.
- Some families may be contacted to arrange alternative provision. This may include meetings with the SENDCo, 1:1 live lessons and/or a differentiated scheme of learning. All of this will be agreed in the initial meeting with the SENDCo. Please be aware that this meeting is likely to place in the format of a telephone conversation.
- Remote education in EYFS requires pupils to participate in just one MicroSoft Teams meeting per day, during which staff will greet pupils and carry out an informal activity such as reading a story. Other learning activities will be uploaded to Tapestry.

## **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?**

Class Teachers send work home to be completed. An agreed contact can then collect this at an arranged time. Learning may be in the format of text books, online learning platforms or printed activities and instructions. Instructions will be given and pupils will be expected to return their work so teachers can assess how they got on and identify next steps.