



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?

In the first day only of remote education, pupils will have access to:

- School reading books
- Oxford Owl Reading resources
- Times Tables Rock Stars
- SumDog accounts
- BBC Bitesize
- Work sent home with pupils depending on circumstances of isolation

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, in PE we share recorded activities and ideas for PE at home along with recommended websites for daily activity e.g. PE with Joe Wicks

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	Minimum of 3 hours remote provision.
Key Stage 2	Minimum of 4 hours for remote provision

Accessing remote education

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

ClassDojo <https://www.classdojo.com>

Google Classroom <https://classroom.google.com/>

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:

Parents should contact the school office@hilldene.havering.sch.uk if they are experiencing difficulties in accessing remote education online.

- laptops are available to loan enabling children access
- Sim cards allowing 90 days of free internet access are available
- Printed packs can be made available if parents or carers are unable to access the above resources
- Photographs of completed work must be emailed to the year group email address daily e.g. year2@hilldene.havering.sch.uk

How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers for specific circumstances (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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 should:

- Be contactable during the school day, allowing time away from a device during the day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or support staff
- Alert teachers if they're not able to complete work.

Parents can support their children by:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Consider children's home learning environment e.g. a quiet space where they can work without interruption
- Consider setting a timetable for learning with your child, incorporating breaks and opportunities for exercise.
- Encouraging children to engage with home learning
- Be respectful when raising any concerns or seeking support.

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

In this section, please set out briefly:

- pupils' engagement with remote education is checked daily
- If a child fails to complete the work set, contact will be made with parents by a member of school staff

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:

- Pupils' work is checked and feedback provided daily
- Pupils have the opportunity to raise concerns via ClassDojo or through telephone conversations with school staff

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:

- School SENDco contacts parents at least twice a wee
- All tasks are differentiated according to pupil ability
- SENDco delivers weekly live lessons to pupils with high needs

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?

- Remote education will reflect classroom lessons as much as possible however lessons will be recorded and activities appropriate for remote learning.
- Marking and feedback will be daily.