



## 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?**

If remote learning is unexpected, the first few days of learning may consist of direction to quality websites such as Oak Academy and BBC Bitesize as well as school programs such as MyMaths and Purple Mash.

### **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 Art and Design & Technology where parents are unlikely to have the same resources easily available at home, likewise Science investigations may be adapted.

## 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:

Nursery and Reception	A minimum of 3 hours per day <ul style="list-style-type: none"><li>practical and hands-on learning</li></ul>
Year 1-2	A minimum of 3 hours per day <ul style="list-style-type: none"><li>watching instructional video</li><li>going through teaching slides</li></ul>

	<ul style="list-style-type: none"> <li>• completing questions and responding to tasks</li> <li>• completing main worksheet(s)</li> <li>• completing tests (e.g. spellings/times tables)</li> <li>• carrying out practical tasks or challenges</li> <li>• extensions or alternative work may be sent if required on an individual basis</li> <li>• live class assemblies</li> <li>• live small group sessions</li> <li>• live French lessons</li> </ul>
Year 3-6	<p>A minimum of 4 hours per day</p> <ul style="list-style-type: none"> <li>• watching instructional video(s) / going through teaching PP slides;</li> <li>• taking notes/completing questions when asked to pause the video / doing 'Your turn' work in PP teaching slides;</li> <li>• completing main worksheet(s);</li> <li>• completing extensions (some are optional)</li> <li>• live class assemblies</li> <li>• live small group sessions</li> <li>• live French lessons</li> </ul>

## Accessing remote education

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

Nursery-Year 3 will use Class Dojo  
Year 4-6 will use Google Classroom

### 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:

If a child does not have access to a device and is in receipt of the Pupil Premium Grant, the school will provide a device for the child to work on. The parent should contact the school via email requesting a device.

If the parent has difficulty with internet connection, the school can provide a data SIM so that data can be 'hot-spotted' from a phone.

Any other issues can be supported by emailing [Computing@Hermitageprimary.org.uk](mailto:Computing@Hermitageprimary.org.uk)

If a family has no online access, the school can provide printed sheets, although the quality of learning may be impeded without the instructional videos.

## How will my child be taught remotely?

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

Remote teaching will be a mixture of:

- check in pre-recorded videos by the teacher
- short videos of the teacher providing explanation, instruction, or demonstration
- teaching videos from external providers (e.g. Oak National Academy, White Rose, Read, Write, Inc.)
- uploaded instructional work e.g. PowerPoints, instructions, explanations
- uploaded work produced by teachers and external providers (e.g. workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- live interaction with the students (assemblies, small group support, live French lessons)

## 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 engage with all work each day unless there is a valid reason why this cannot happen and in which case the class teacher should be informed
- Parents may be required to support with access and, in the case of younger children, explanation and instruction

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

- class teachers will monitor weekly how much engagement children have made with the work set.
- the class teacher will message the parent after a couple of days of non-engagement with the work. Further lack of engagement will result in a call from the class teacher. This will be escalated to the leadership team if the child still does not engage with the work.

**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:

- Nursery and Reception: Work is sent to the teacher via Class Dojo. The work will be looked at and a message and next step provided, this might be a letter to practise, a question to think about or a challenge to extend learning. Children will receive daily feedback on their learning. In Reception, weekly extension work is also sent where needed, for example, reading comprehension and math investigations.
- Years 1-3: Parents will send photos of work completed daily via dojo. The teacher will respond to a selection of work from each pupil by giving praise/words of encouragement and/or next steps/things to consider. Parents are asked to send in results from tests e.g. spellings so that teachers can monitor progress. Teachers will also mention particular children in some videos or post photos of specific work to highlight good progress/practice.
- Years 4-6 : The teacher will comment / feedback on turned in work as per Online Learning protocol, e.g. GPS / Maths, etc may receive a short acknowledgement message on the work submitted / comment as answers are uploaded the following day. Turned in Writing pieces, if appropriate for the task, will receive feedback and next step.
- All children will have the opportunity to meet with their teacher via Zoom at least once a week to check in and receive feedback (expected to be up and running in all classes by February)

### **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:

- SEND pupils or those who find learning difficult will be invited to attend school if possible with support in small groups made available
- If this is not possible, work will be tailored to the individual child and may be printed out.
- Nursery and Reception – Attention Hillingdon videos sent to parents to continue support from class
- Regular phone calls between school and parents take place to support identified children.

### Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, 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 you child is self-isolating the school will try to provide work that is broadly in line with what the rest of the class is doing. However, more reliance may be made of websites such as Oak Academy and BBC Bitesize.