



Hoylake Holy Trinity CE Primary School

'Learning For Life, Caring For All, Living Each Day To The Full, Together As A Community, with Jesus by our side.'

Remote education provision: information for parents

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 a child is isolated from school i.e. the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested, they will leave school with a pack of work. Children will have immediate opportunity to continue their learning.

The work packs will focus upon basic skills work that would be relevant at any stage of the year i.e., arithmetic, spelling, reading, writing (with a visual prompt) and handwriting.

We will aim to periodically send out reminders for pupil logins to ensure that all children can access online learning. Our online access includes Google Classroom, Purple Mash, TT Rocks and Oxford Owl. We will aim to give access to Google classroom by the next school day.

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. Where an individual or group are isolating, the curriculum may be subject to some adaptations if there is not a teacher delivering the curriculum.

We aim to continue to give access to teaching and learning that is matched to their learning that children would have been doing in school. Core subjects will follow our relevant planning and non-core topics will continue. There may be some adaptations to remote learning due to difficulties in children accessing this from home. This may include particular art and design skills and techniques requiring specialist resources, or computing topics which draw upon programs accessed in school.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

Government guidance states that EYFS/KS1 should receive three hours of remote education each day, with four hours for key stage 2.

We aim to follow a set timetable each day, broadly following the following format:

EYFS	9:30 Registration 30 minutes small group Phonics 30 minutes small group Maths 1pm afternoon session 2:30pm Story time
Key Stage 1	9-10:30am Registration and English 11:00-12pm Maths

	1-2pm Registration and Non-core lesson 1 2-3pm Non-core lesson 2 3pm Storytime
Key Stage 2	9-10:30am Registration and English 11:00-12pm Maths 1-2pm Registration and Non-core lesson 1 2-3pm Non-core lesson 2 3pm Storytime

Accessing remote education

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

Our remote learning is being delivered through Google Classroom and/or Tapestry. We provide all children with access to Purple Mash, Charanga, TT Rocks and Oxford Owl at home to supplement our provision.

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:

- We will loan laptops or tablets to pupils without access to technology. Please contact the school office to arrange this.
- We will, where stock allows, loan devices to families where children are sharing. Please contact the school office to arrange this.
- We can provide families with a data sim card to enable access to the internet. We can also request for additional data allowances to be allocated to mobile phones. Please contact the school office to arrange this.
- In some circumstances, we will provide access to printed materials. Children without access to online education can complete work on paper and send into school for teachers to provide feedback.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely depending on the scenario for accessing remote education:

Teachers will schedule a Google Meet with the children and parents for the following day (after isolation). In this meeting the teacher will discuss the remote learning arrangements and expectations. This includes etiquette for attending google meet lessons. Teachers will also share a timetable of learning – this will consist of core subject lessons, non-core lessons and a whole class reading session per day.

Each day will begin with a Google Meet ‘registration’ where teachers will provide an overview of the day and highlight any scheduled live sessions.

Using Google Classroom/Tapestry, the teacher will upload worksheets and/or tasks the day before to allow parents to see the learning materials prior to supporting their child/ren. Each year group will provide a weekly timetable for the remote learners, identifying which subjects will be taught each day. Lesson links and resources will be issued daily, generally just before a lesson is due to begin.

The Class teacher may sometimes share links to appropriate lessons from White Rose Maths or Oak National lessons through Google Classroom/Tapestry. Teachers will also deliver live lessons (wherever possible) through Google Meet so that any issues or re-teaching can be delivered live.

Teachers will respond to AfL and may deliver whole class sessions or small group sessions.

For non-core lessons, resources will be uploaded to Google Classroom/Tapestry and where possible web-links to appropriate support materials will be shared. This may draw upon Oak National Academy or BBC Bitesize lessons linked to the Hoylake Holy Trinity curriculum and may also be live lessons taught by our teachers. Teachers will schedule an afternoon Google Meet meeting to support those children needing additional input. There will be an additional end of day Google Meet to review the day with the class and complete a reading for pleasure session.

Collective Worship will continue to take place on a Monday morning as will Celebration worship. This is an important way of encouraging children to keep working, celebrate successes and promote a togetherness.

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 expect all children to engage fully but appreciate that each family’s circumstances are different. We would ask that parents establish a good routine with their child where they are ready to learn, dressed and have necessary equipment to successfully engage with online learning.

We have a protocol for children to follow when joining Google Meetings:

1. Join the live lesson on time
2. Join with your microphone muted
3. Raise your hand/ write in the chat to ask a question
4. Ensure parents/family support are out of view
5. Be aware that meetings will be recorded
6. Be aware that recordings may be shared with the class members who are unable to attend live.
7. Be dressed appropriately
8. No mobile phones to be used during the live lessons
9. Leave the meeting when directed

We understand that many parents are working from home so we will aim to provide as much support as possible to enable children to work independently at home.

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

Teachers will maintain a register of attendance for remote learning. Registration will take place at the start of the morning and afternoon sessions when a whole group is accessing remote learning. Where an individual child is isolating, the teacher will check daily that the child is engaging in the remote learning.

Teachers will be able to see when work is completed and handed in and will monitor this to ensure engagement in remote learning.

Teachers will contact parents if a child is not engaging with Google classroom and will offer support if necessary. If non engagement continues, the year group team leader will get in touch with parents to discuss.

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:

Teachers will respond to completed work in line with our school marking policy and as appropriate.

Feedback will not be provided immediately after work is submitted but will be provided before the next lesson. Feedback can take a number of forms, including a written comment on a piece of work, verbal feedback during a session or self-assessment completed by children. All work will not necessarily have a written comment, but teachers will have checked the work and used outcomes to inform their next steps.

Teachers will be using AFL strategies to monitor how children are progressing towards their targets and will adapt teaching and learning accordingly. Teachers may also offer smaller group sessions to provide more targeted support as required.

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:

- Since September we have set homework each week using Google Classroom to enable children to become more familiar with the features and how to navigate it. We have also supported children who have struggled with this, in school.
- Teachers will aim to set work that is closely matched to the ability of individual learners. They will also identify individuals or groups of pupils who may require additional support and will ensure that these sessions are facilitated to enable pupils to achieve the learning objectives.
- The SENCO will continue to draw upon external support where children are on specific support pathways and will ensure that this continues even when a child is learning from home.
- Teachers will set work across a range of learning styles, with time for children to work away from a screen being built into the weekly timetable.
- Pupils with EHCPs and pupils deemed to be vulnerable will, where possible, be allocated a place in school.

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?

Each child will initially be provided with a work pack to provide them with work to begin straight away. This will include work across all subjects in line with year group curriculum expectations and will reinforce the teaching of basic skills.

Using Google Classroom/Tapestry, the teacher will upload a daily timetable the day before to allow parents to see the learning materials prior to supporting their child. The teacher will decide what materials are most appropriate for the individual child, based upon the learning that will be taking place in school. Teachers will draw upon a number of sources to enable children to be taught whilst learning at home. The year group class timetable will be shared, referencing the topic title, e.g., finding a half and referencing a link to an online lesson through Oak National Academy or BBC Bitesize. This topic will be in line with learning taking place in school, to avoid any missed teaching whilst isolating.

Children will be asked to submit their completed work via Google Classroom/Tapestry (saved to drive or photographed and uploaded). This will be checked by the class teacher at the end of each day, with the teacher providing feedback to individuals.