



HOLMFIRTH J I & N SCHOOL – JANUARY 2021

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.

In the beginning...

Tue Jan 5th: Transition day for establishing Critical Worker status.

Tue Jan 5th: Transition Day for establishing remote learning. At the beginning of the day, teachers will be welcoming Critical Worker pupils and providing their learning timetable for the day. Once this has taken place, the same timetable will also be shared with pupils at home on the Seesaw platform. Wed Jan 6th: School open to established Critical Pupils.

Wed Jan 6th: Remote learning provided for all pupils. Critical Worker pupils will follow the same learning programme as pupils learning from home. Within school, critical worker pupils will be supported by teaching assistants. Class teachers will be designated to the support of facilitating remote learning for all pupils and will therefore not be in class with the pupils in school.

The remote curriculum: what is taught to pupils at home

- We teach the same curriculum remotely as we do in school.
- At the beginning of the day, children in school watch the videos produced by teachers for the day's learning schedule. The children then undertake the learning activities.
- The subject where there may be noticeable difference is Physical education, which currently consists of sessions delivered by PE specialists.

Remote teaching and study time 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	3 hours per day
Key Stage 2	4 hours per day

Accessing remote education

All classes email weekly plan + timetable to parents. Morning sessions consist of Reading, GPS, English and Mathematics. Afternoon sessions consist of Topic (History + Geography), Science + Computing. There are also PE and Fitness, Wellbeing and story activities. The minimum hours are met.

Remote learning follows sequence of teaching established within school for Phonics, GPS and Mathematics. It also includes bespoke activities. Use of White Rose + Oak Academy resources, including videos, learning activities and worksheets. Foundation subjects also follow the same pathway. Topic, Science and Computing identified for remote learning for potential ease of access for parents and pupils.

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: Printed resources will be provided for parents identifying need. Resources can be collected from school and brought back to school, once completed.

Y6 pupils will receive workbooks.

Where possible, tablets or laptops will be provided for pupils who do are unable to access remote learning. This is dependent upon supply from Kirklees. The school laptops are needed by the children that are attending school each day.

How will my child be taught remotely?

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

- Timetable / outline of day
- Individual lesson explanations
- Pre-recording of Maths methods and explanations.
- Reading of stories
- Recorded teaching (Oak National Academy and White Rose lessons)
- Video/audio recordings made by class teachers
- Printed paper packs produced by teachers (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?

- Our school's approach to remote learning has been to try and establish the foundations for continued learning, including the creation of a digital platform and how to make best use of it.
- Our plans indicate intended learning and the daily activities on Seesaw provide the resources. However, these are only an intended guide. This is an asynchronous approach and can be tailored to suit individual family situations. The activities do not have to be done on that day. There is the notion of all days rolling into one at the moment, so scheduling a Saturday or Sunday morning, instead of a Monday or Thursday morning, is absolutely fine. Equally, some parents have steered learning in a different way, but still followed the basics of Reading and Maths. Not only is this perfectly acceptable, but it is also part of self-preservation.
- We will ensure that learning intentions are explicit, which you may well see with W.A (We are ...) and R.T (Remember to...). The main purpose of this is for the focus of the learning to be clear for children. When children then make a judgement of their own work, they are guided to just comment about the R.T. criteria. The children know this as self-assessment (SA). When in school, it is also done with a partner as peer assessment (P.A). If children have an older sibling at home, this could be potentially possible.

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

- Class teachers keep records of interaction and engagement. Class teachers have provided personal school email address for direct communication. Direct communication can also be provided through the use of the Seesaw platform.
- The school will contact parents, where lack of engagement is a concern

How will you assess my child's work and progress?

Our approach to feeding back on pupil work is as follows:

- Marking and Feedback is based upon a model of 3As (Approve / Acknowledge / Advance).
- Approve is where teachers look at the work and confirm that the work is appropriate to be posted. At this point, pupils do not know that teachers have received their work.
- Acknowledge is where teachers will use the like or comment button. Once this taken place, the pupils know that teachers have seen their work.

- Advance is where teachers take stock of all the work sent. Teachers may produce a resume of good examples, which fulfil specific success criteria and use some examples as a way of how to improve. This would be by praising the example and extending it. Individual support and guidance will be provided when necessary.
- Pupils will receive prompt feedback, including individual feedback.
Sometimes this will be in the form of written comments and sometimes this will include voice-over commentaries to clarify or advance learning.
Sometimes the children will receive a video message.
- The school's curriculum drivers of Collaboration, Communication, Creativity and Curiosity will also be considered and children may receive specific recognition and acknowledgement for displaying these traits.

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:

- Differentiation of learning
- Regular communication / contact from Class teachers / SENDCO / Office staff
- Access to Nessy for Reading and Phonics + TT Rockstars for Mathematics
- Video calls to model and scaffold and to set expectations

Remote education for self-isolating pupils

Pupils will continue to access the Seesaw platform