

Sacred Heart Hindsford R.C. Primary School

Remote Learning Offer and Expectations



Updated throughout the week of 4th January 2021
in line with the several updates to guidance school has received this past week.

Version: 7th January 2021

School Closure until at least February Half Term

Mission Statement:

By living out our Catholic faith

TOGETHER

we ENCOURAGE

and ACHIEVE.

I have called you by name.

DfE Template for schools: share information about your remote education

This optional template is designed to help school leaders share relevant information with pupils and parents or carers about how they will provide remote education. The information should be published on school websites by 25 January 2021 to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

This was devised and shared with schools on the 15th December 2020 prior to the January National Lockdown so some information may be out of date or will soon be out of date. Known changes will be added to this document as and when they are known.

This is intended as an example template and school leaders can choose to use the most appropriate format for their setting. We recognise that not all questions will be relevant to your particular school and there may be additional information you wish to include.

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Remote education

When teaching pupils remotely, we (DfE) expect schools to: set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects

- set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: KS 1: 3 hours a day, on average and KS 2: 4 hours per day ([The school teaching day is between 4.5 and 5 hrs depending on the age of the children](#)).
- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos.
([The government expects schools to have a digital platform, such as G-Suite or Microsoft Education, and should provide at least some of their remote provision via video lessons – this can be done by school-led videos or using other providers like Oak National Academy](#)) – [updated guidance – 07.01.21](#).
- have systems for checking, **daily**, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern (changes to guidance on 07.01.21). This will take into account those with limited access.
- gauge how well pupils are progressing through the curriculum using suitable tasks, and enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or **whole class feedback** where appropriate. (changes to guidance on 07.01.21)
- enable teachers to adjust the pace or difficulty of what is being taught in response to assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access. [School does not use textbooks and only uses Rising Stars Maths skills book](#). [Updated advice \(31.12.20\) states the vulnerable groups now includes those with limited online access. Those who now fall into the vulnerable group may be offered a place in school.](#)

National Lockdown of at least 6 weeks - Where printed Copies of work are required, pupils will still need online access to the supporting teaching videos / materials. Therefore, this option **now** does not equate to that which is offered to all pupils.

School Risk Assessment – potential risk of transmission of the virus is now increased (new variant of the virus). Since March 2020, school has restricted items into and out of school in line with H&S requirements – this is now of greater importance.

DfE information before the updated guidance is released – 07.01.21

- The department will publish updated guidance for schools regarding remote education, **including increasing the number of hours schools are expected to provide for pupils**, building on the legal requirements already in place to ensure young people receive high quality remote education.
- Strengthened minimum standards of remote learning: schools will be expected to **offer pupils online lessons and a set number of hours of remote education – increased from the government's previous minimum expectations**.
- **The government expects schools to have a digital platform, such as G-Suite or Microsoft Education, and should provide at least some of their remote provision via video lessons – this can be done by school-led videos or using other providers like Oak National Academy.**

Things to note:

- The original guidance was shared with schools ready for wider re-opening in September 2020 and was to support schools and pupils in their learning during periods of isolation – individual or larger groups.
- The original guidance was shared when we had ‘free’ movement within our community and across communities and boroughs.
- The original guidance was shared with schools before the tier systems were enforced. Tier 3 came into effect on 14.10.2020. Tier 3 included some restrictions on people’s movement within and across communities and boroughs – this may affect school’s provision for those with limited or no device access – **Schools need to look at alternative provision to providing paper copies for individuals.**
- Tier 4 was announced on 19.12.2020 – this significantly restricts people’s movement within and across communities and boroughs – this may affect school’s provision for those with limited or no device access – **Schools need to look at alternative provision to providing paper copies for individuals.**
- 31.12.2020 – guidance which supports schools was amended. The rationale for the vulnerable category now states that no device or internet access would place a child in the vulnerable category.
- School has amended and tweaked its practice in light of the current situation and will continue to do so in line with national guidance and self-evaluation of our provision.
- 06.01.2021 – **The DfE are working with all the UK’s leading mobile network operators, to provide free data for key educational sites.** They are very grateful to EE, Three, Tesco Mobile, Smarty, Sky Mobile, Virgin Mobile, O2 and Vodafone for supporting this offer. [Information regarding this has been released from the individual providers on different social media platforms.](#)
Schools need to request this on behalf of the parent.
Parents will need to contact school and ask us to do this on their behalf.
- 06.01.2021 – The DfE have also been significantly stepping up the digital support they are providing to schools and parents. The fantastic Oak National Academy continues to provide video lessons for all ages across all subjects and yesterday the BBC announced it will be delivering the biggest push on education in its history, bringing 14 weeks of educational programmes and lessons to every household in the country (from the 11th January).
- Staff taking ill may cause disruption to the offer we provide.
- Staff working part time – expectations will be pro-rata in respect of their hours.
- **Schools received updated guidance at 2.40pm on 07.01.21 regarding guidance for the national lockdown, this includes further updated guidance regarding Remote Learning Provision. This document reflects this advice and previously updated advice (December 2020 and 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 if local restrictions require entire cohorts (or bubbles) to remain at home.

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 this section, please describe briefly what remote education provision you will make available immediately.

- All children have access to Bug Club (Home Reading Books), NumberGym (online Maths programme), ixl (Maths and English skills activities) and Times Table Rockstars. Children can complete individually set tasks or areas they know they need to consolidate.
- Where appropriate physical work to go home (child's Rising Stars Workbook). If it is photocopied work, work will be sealed and parents informed to quarantine the work before opening and accessing it.
- All children have a Google Classroom log in. Where appropriate, time, staff's availability and the numbers isolating, the child may have access to set work from the teacher in their Google Classroom by midday of Day 1 or by 10 am of Day 2. [This is an ever changing situation and how it affects 1 class or 1 child will differ from case to case.](#)
- [From Monday, 11th January, CBBC are offering 3 hours per day of programming to support schools. Pupils may access this to supplement their learning or as part of our immediate offer.](#)

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 and for some pupils. For example:

- Children with a specific SEND diagnosis. Where appropriate, expectations on outcomes and shared resources are adapted or changed to meet the individual need of the child.
- Practical subjects / sessions where children won't have access to specific resources at home (PE, Music, Art and some aspects of Science). [Additional guidance has been received on 07.01.21 regarding these subjects and changes / adaptations will be made to provision where applicable.](#)
- Where this involves large numbers of children (whole class or a large group) or a run of several sessions or it coincides with the start of a topic, we may decide to amend the order of learning so that these adaptations or amendments cause fewer disruptions to the learning.
- [During the National Lockdown \(January – February 2021\) – the provision of printed copies for individuals will not enable the children to be receiving an equivalent or structured curriculum as the online offer due to the increased requirements of provision in line with national expectations \(paper copies will still require online access\). All other options will be explored to negate the need of this option. Where parents refuse to accept other solutions, this does not mean that paper copies will be provided.](#)
- [Where a child is classed as CEV, we will work with parents to ensure we can support them or provide them with online provision \(device or increased internet access\) as their child will not be able to attend school. Paper copies may be available for a period of time for this group of students, once all risks associated with transmission of the virus have been assessed and actions minimise the potential risks. NB. The new variant is more transmissible than the previous variant of the strain. School Risk Assessment has always limited transferring of items between school and home.](#)

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:

<p>Primary school-aged pupils</p> <p>The DfE state that these timings include time for the children to read or listen to the instructions and then complete the work independently.</p>	<p>As per the DfE announcement 07.01.21 (2.40pm)</p> <p>EYFS: There is no stated timings. Follow the guidance for KS 1.</p> <p>Key Stage 1: Minimum of 3 hours of work to be completed daily.</p> <p>Key Stage 2: Minimum of 4 hours of work to be completed daily.</p> <p><i>N.B: Our normal working day is between 4.5 and 5 hrs depending on the age of the child.</i></p>
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Accessing remote education

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

If you are using online tools or digital platforms, either for delivery or for assessment, please share the names of these resources.

- All learning will be set through Google Classroom. Home Learning tasks have been shared this way during Autumn Term 2 to upskill all at using this platform.
- School accessed the DfE grant and set up for all pupils (including those new to school) GSuite for Education (Google Classroom).

This includes all of Google's tools for education – Doc, Slides, Sheets etc... If accessing through a laptop then pdf editor Doc Hub is also available. For those who access on a different platform, then different apps are available for parents to download (varies according to each device and age of each device).

A Parents' Guide to Google has been shared with parents and is on the website. It advises parents to research the different apps before downloading them to their devices (safeguarding the family and their device).

- School has paid subscriptions to the following: TT Rockstars, NumberGym, ixl, spag.com, Bug Club, Literacy Shed+ and White Rose Maths.
- Reception Children please do not use Evidence Me at this time. Work to be communicated through Google Classroom.
- Where appropriate, parents will be signposted to other learning tools and resources. For example, the Letters and Sounds videos accessed through YouTube.
- All schools have access to Oak Academy and this will be used as and when appropriate to support learning across the curriculum.

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:

Updated advice (31.12.20) on vulnerable groups now includes those with no suitable online access. Those in the vulnerable group to be offered a place in school. School has ordered its allocation of DfE devices (these may be given in order of priority needs of schools) and ordered additional devices (School Budget).

For those with limited or no access to online learning:

- School has ordered 12 Chrome Book laptops from the DfE (should be in school by 15.01.2021). These will then need to have antivirus installed by our IT Providers before we can support those with limited or no access – priority order. A User Agreement will need to be signed.
- School is purchasing an additional 15 Chrome Book laptops from our IT provider. These will need to have antivirus installed by our IT Providers before we can support those with limited or no access – priority order. A User Agreement will need to be signed.
- Until we can offer devices, pupils may be offered a place in school to complete their learning – in line with national guidance. Once a device has been secured, this place will then be rescinded. School will contact the appropriate families.
- Whilst we have previously loaned laptops to pupils with restricted access, as we are now in a national lockdown, until the new devices arrive, we are not able to currently offer any devices. School devices are required to support those in school completing their online learning.
- If internet access is an issue, school will seek support from the appropriate network provider on behalf of the parents. Please let school know if you would like us to start this process for you – offer to extend your mobile data.
- Where printed materials are necessary (see above sections regarding school not using text or work books and the limitations and restrictions to this offer) staff will provide, where possible, the exact same sheets for the pupils to complete. If this is not possible, an alternative sheet which covers the same objective will be provided. School Office staff will liaise safe collection of the work in line with the revised risk assessment. Where whole families are isolating and/or live a considerable distance from school, work will be posted out.
- Submitting work where physical copies have been able to be provided (CEV pupils with no or limited online access) can be done when the child returns to school or at agreed set-points. Tier 4 places restrictions on movement within and across communities. Many parents live outside of the local school community. This work will then be quarantined before being checked by the teacher. The updated risk assessment will reflect safe practice.

How will my child be taught remotely?

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

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

- recorded teaching
(e.g. Oak National Academy lessons (across most years and subjects), White Rose Maths (across most years), and video/audio recordings made by teachers (All classes. Reception provision will rely on teacher prepared recordings). This enables all children irrespective of home barriers to learning can access the same instructions / guidance at their own time of completing the work.
- teaching points (text or PowerPoint/Slides) shared by the teachers to aid the children's learning.
- sharing of skills and expectations of how the work is to be completed in the instructions.
- access to a range of supporting materials to support the teaching of Religious Education in line with the advice and support from the Archdiocese.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences of lessons – Literacy Shed + and YouTube for example.
- ixl.com – children can access the 'Learn with an example' support before beginning their work.
- ixl.com – children can access the 'Explanation' support after typing in an incorrect response.
- support through the 'Stream' feature of Google Classroom. Previous restrictions placed on this will be removed so that the children can post appropriate comments. As per previous communication, if children post inappropriate comments then the individual will have their access limited to read only access.
- responding directly to children's questions and requests for help or support – time delay potentially here – staff availability (part time or sickness).

School will continue evaluating its practice and where necessary will make necessary amendments in line with the guidance at that time.

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?

In this section, please set out briefly:

expectations for pupils' engagement with remote education

- It is expected that all pupils will fully engage with all work set by school and complete it to the best of their ability. They may struggle with some aspects of their learning and they may not complete it with 100% accuracy. This would normally occur in school during a typical week.
- Weekly home learning tasks have been set during Autumn Term 2 to help upskill the children and parents accessing these online tools and platforms at home. Each week in school, teachers have been using the White Rose Maths teaching videos and resources as part of daily lessons. Again, this is to develop familiarity with this resource and to reduce the number of issues pupils and parents will face during periods of remote learning.
- We fully understand and thank the parents for sharing their issues during periods of isolation (Autumn Term 1). To alleviate these pressures, we do not specify a regimented day where work must be completed within constraining time frames. Pupils can complete the work in any order and generally have 72 hours to complete it. Where there is an individualised need, work can still be completed and submitted after this deadline.
- Where the learning structure allows, a range of different types of work and support will be set throughout the day.
- Most children, other than those with a specific diagnosis, should be able to work independently throughout the day. However, we appreciate the younger learners (KS 1) will require adult support to access their work.
- As the work reflects the work set in school, most pupils will only require minimal adult support when working at home. *However, we do understand that some pupils work slower at home. To help manage their time and work rate. Staff will, where appropriate, set general time frames for the specified work to be completed.*

expectations of parental support, for example, setting routines to support your child's education

- The routines for each child and family will vary significantly depending on the number of children at home, home working commitments, family members being ill due to sickness or suffering with symptoms of covid-19 and this may vary from one period of remote learning to another (or within the period of national lockdown 2021).

Therefore, we would advise parents to set a routine which works best for them and their needs. This may look very different to other families routines. Where there are significant barriers then we will make individualised adaptations to this plan over a short period of time to support those families.

- Parents may choose to supplement their child's learning with other learning tasks, such as the CBBC programme of study, however, parents must not replace school work with their own work, as their child will not be following the learning structure.
- Children should not be completing their work in their pyjamas. They should be dressed ready to work.

Shared barriers to accessing online learning by parents and what school is doing to alleviate these barriers:

- No device access or internet access at home

Pupils can now be offered a place to attend school – throughout the lockdown or until a device can be sent home.

DfE devices have been ordered. This will enable the children to access their remote learning at home.

School is purchasing additional devices so that the children can access their remote learning at home (this will also increase school's access capacity).

School can access the DfE scheme in conjunction with mobile network providers on behalf of parents to access data at home (limited offer).

School will inform parents of the offer of a place in school (temporary or permanent place until a device is sourced for home use.

- Parents using the devices during the day.
- Children sharing devices between each other (more than 1 child at home).
- Limited data access at home.

School can access the DfE scheme in conjunction with mobile network providers on behalf of parents to increase their data allowance at home.

The deadline for completing work has been extended to 72 hours from 48 hours. Work can still be completed and submitted after this time has passed.

Work can be completed in any order.

Children can be offered a place at school, until school is able to offer a device to use at home, as outlined above.

School will inform parents of the offer of a device for them to use at home.

- Parents or grandparents are not confident with supporting their child's learning (especially some of the Upper Key Stage 2 maths and grammar expectations).

Work which is new learning and requires some teaching, is now accompanied with a teaching video or teacher guidance to support learning.

Children can message their teachers for support either through the Stream feature (restrictions on use to be lifted so that all children can post messages) or via the link in their Google Classroom where the work is set – this is always open to all pupils.

Some programmes such as ixl.com have features such as: Learn with an example or Explanation (as outlined above) to support learning and offer feedback which the child can use to develop their learning while completing the work.

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:

how, and how often, you will check pupils' engagement with remote education

- The DfE state that schools must have systems for checking, **at least weekly**, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern

Staff who work part time, will complete the following in line with their contracted time in school - Year 1 and Year 3.

All teachers have 'leadership' responsibilities. At set times during the week or during the term they are not in class supporting children. This is as it would be if all children were in school.

Experiences from class to class and from week to week will therefore vary accordingly.

- Engagement with remote learning will take place on a daily basis.
- All work completed on spag.com and ixl.com will be checked by the teachers at appropriate times. The timing of this will depend on the number of children accessing remote learning and the timeframe given for completion.
- Work completed using Google Classrooms and which is submitted using this platform will be checked by the teacher. Again, the timing and frequency of this will depend on the numbers accessing remote learning and the time frames for completion.
- Likewise, work emailed in to school will be checked accordingly.

what action you take where engagement is a concern, including how you will inform parents and carers

- Younger members of the school community: All parents have their child's Google usernames and passwords so can support their child in accessing the set work. This will be required with the younger children. Therefore, there should be very few occasions where the younger members are not engaging with their learning throughout the week.
- For the older children, school staff will initially message the child either directly through the link where the work has been set or they will be sent an individual message through their Google Classroom 'Stream'. This gives the child the opportunity to make the necessary changes.
- Where this has not had the desired effect then staff will contact parents directly. All parents can access their child's account, and thus can support school in monitoring any concerns.
- Engagement with periods of remote learning will form part of the child's termly report as this could have an impact on their rates of progress and securing of knowledge and skills.

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. (DfE)

In this section, please set out briefly:

the methods you will use to assess and feed back on pupils' work

'Ofsted does not expect to see any specific frequency, type or volume of marking and feedback.

Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.' The DfE have re-iterated this point in their guidance.

- **Work which requires marking / feedback or assessing will be in line with the school's feedback policy and the type of task set. Please note: This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments are more effective. DfE.**
- Where children have undertaken editing of their work, then this work will be marked as a whole class and misconceptions and errors will be addressed in subsequent lessons.
- Remote Learning will be, where applicable, assessed the same as it would be in class.
- Work which would be given oral feedback in class will not be physically marked when completed at home. It will be checked and areas of concern will be used to amend subsequent and future lessons – This is in line with the DfE requirements and suggestions for marking and feedback.
- Whole Class' marking strategy will be used where appropriate. This involves assessing all the work and amending future lessons to cover common errors or misconceptions.
- Work completed on spag.com or ixl.com etc... the children receive automatic responses to their work.

ixl.com in most of its exercises also offers the pupils the 'Explanation' option. This enables the child to compare their work with the correct answer and process – instant feedback and support for amending learning while working is therefore provided.

- In these programs, the teachers have access to the children's responses and can see areas of success and those areas which need further development. This is used to amend future lessons. (spag.com and ixl.com).
- Oak Academy – some aspects of learning provide self-assessment for the children as they are completing their work. Teachers will check the work for any misconceptions which may need to be re-taught.

how often pupils will receive feedback on their work

The DfE requirements shared at the beginning of this documents states that schools should be checking remote learning in a timely manner and frequently.

- As stated above, appropriate feedback will be given in line with whole class expectations and the type of work set – this will vary depending on the age of the children and the type of tasks set each day / week.

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:

how you work with families to deliver remote education for pupils with SEND

Children with a diagnosed SEND all function in many different ways and all have differing needs. Some pupils with SEND are high functioning in some or many areas of the curriculum and therefore only need adapted or additional support in specific areas. Other pupils have needs which require greater adaptations to be made or require work completely different to their peers. The provision for these pupils is not comparable within and across classes.

- Those children with an EHCP should attend school during the lockdown.
- Work set should reflect the individual needs of your child.
- Where applicable they will receive work in line with their peers.
- Where applicable they will receive differentiated work to their peers.
- Where applicable they will receive completely different work to their peers.
- Instructions should take into account, the child's needs. They may receive less information or the information may be presented in a different way to their peers.

if you teach primary school-aged pupils, how will you work with families to deliver remote education for younger pupils, for example those in reception and year 1

- Work set will be reflective of the age, ability and time of the school year – expectations and work set changes throughout the year. Work set in Summer Term will differ somewhat from that set in the Autumn Term. This will look different to the work set for the older children.
- Work will be practical. Parents can take pictures or record their children on Loom, Screencastify etc and upload these to Google Classrooms. They may choose to email photos or video recordings in to the main office.
- Work which requires writing or reading, will reflect the child's ability. Children can complete this in a number of ways. Photographic or recorded evidence can be submitted as above. Where appropriate, staff will record any sections of text which the children may be unable to read themselves.

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?

In this section, please set out briefly the main differences between the approaches you have described in the rest of this template and those you will take to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.

- As school has invested in the GSuite learning platform and other subscribed online resources, the offer for individuals isolating will not differ too much from that offered as above.
- School is investing in additional devices to support remote learning so as to reduce any differences.
- School is accessing support from the DfE so that we can support remote learning so as to reduce any difference.
- Individual cases may require some individual changes but these will be specific to that case only.

This provision will continue to be reviewed in light of any updated guidance school receives and its own self-evaluation of current provision.