

Mill Hill Community Primary School – Remote Education Provision (from 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 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?

We will make provision for pupils to take home a 'physical pack' or textbook where they can complete tasks until full home learning tasks are initiated. Pupils will already be familiar with accessing Purple Mash as a means of communication with their teacher (from Y2 upwards). (login available from school).

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?

- The remote curriculum which the children will follow closely mirrors the learning that would have taken place in the classroom. For example, children will still progress through our English and maths scheme at the same pace as if they were in school.
- The remote curriculum will also encompass the vast majority of subjects that the children experience in school. Whilst some learning experiences that would have taken place in school are simply not possible via remote learning (e.g. the more practical aspects of the Design Technology, Science, PE and Computing curricula), teachers will either move this learning to a period when children return to school, or source alternative theoretical learning to mirror the learning intention (e.g. a video of a science experiment, or online simulation).
- Whilst PE cannot be taught remotely, we do expect that children take part in physical exercise and challenges as directed through our remote learning tasks, daily.

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	3 hours on average each day across the week.
Key Stage 2	4 hours on average each day across the week.

Accessing remote education

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

- Purple Mash is the primary hosting platform alongside emails– where all tasks are ‘housed’ and children can respond to tasks set. This can be accessed via an app or website link. Some bubbles are also using Zoom to engage with parents and pupils.
- English can be accessed through staff reading to the pupils, in both live and pre-recorded videos, access to PurpleMash and other online platforms to build upon and reinforce learning which would also take place within school to strengthen and support teaching
- Maths is also accessed via WhiteRose hub materials- an online maths platform to build upon and reinforce learning which would also take place within school to strengthen and support teaching – video links are emailed as are activities.
- Purple Mash – families will follow the allocated daily link to access (Y2 up).
- We do not expect families to have access to any specific software or printing facilities – all requirements can be completed within Purple mash or in the books/on the sheets and paper provided. These can be photographed and submitted as responses to the activities or can be returned to school (delivery and collection on a Friday).
- We provide physical packs for families who would prefer worksheets to

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 recognise that for some families, remote education is daunting and may not have the equipment that is required. In order to help, we can:

- Provide a limited number of Chromebooks to families for free, through a homeschool loan agreement.
- Provide a limited number of Chromebooks (provided by DFE) to families for free, through a home-school loan agreement.
- Source 4G mobile internet for families who do not have internet in the family home.
- Physical packs are collected and dropped off on a rota basis for feedback
- Provide copying/printing of any resources for families at home and also publicise free printing by companies in the local area.
- Provide a place in school, where vulnerable children and critical workers are able to attend. Not being able to access any home learning can make a child 'vulnerable'.
- Families at home will be contacted to ensure that they are prepared and able to access all of the provided learning.

How will my child be taught remotely?

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

Our remote teaching approaches include:

- recorded teaching by our staff (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by 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
- We will email (via Purple mash to children and Edu spot to parents) a daily timetable which, across the week, gives a full range of lessons and experiences

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 at home to engage in the teaching and study activities set each day.
- If a child does not access home learning as expected, a call home is made to see how school can remove any potential barriers so that remote learning can resume. This may include staff providing additional tutorials online / telephone to show families how to access specific learning tasks, or staff supporting families to plan effective remote learning routines. If these cannot be embedded or prove unsuccessful, a place may be offered in school, where vulnerable children and critical workers are able to attend. Not accessing any home learning can make a child 'vulnerable'.
- We have deliberately tried to ensure that most of the teaching is pre-recorded to support families who have several children at home (who may share a device), or where adults may be home-working – so that the tasks can be completed as flexibly as possible.
- The daily 'check-in' (email / zoom / Purple Mash) is designed as an opportunity to support children and families each day. Staff also have time built in to the week to phone parents and respond to emails/Purple Mash messages from families who have queries or concerns.

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

- The Purple Mash platform / emails and photographs from parents, allows teachers to feedback on all individual pieces of work – through written feedback. Teachers have allocated time to provide this feedback throughout the week. All parent contact is answered daily. If messages are received after 4.00pm teachers may respond to any messages the following day.
- The rolling programme of phone calls give an opportunity for staff to praise and feedback in more depth, where required.
- The weekly drop / collection of work parcels allows a face to face 'check in' with families.
- If we are concerned about engagement parents will be contacted directly so that support can be offered.

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:

- The Purple Mash platform allows teachers to feedback on all individual pieces of work – through written feedback. Teachers provide this feedback each day. The school day finishes at 16:00 so teachers may respond to any messages the following day.
- The Purple Mash platform provides instant feedback to children and staff regarding both engagement and performance.
- The rolling programme of phone calls and emails give an opportunity for staff to praise and feedback in more depth, where required.
- Physical Packs are marked and returned on a weekly basis
- One to one sessions can be organised via zoom or telephone for direct verbal feedback
- Email is also used as a form of feedback
- Purple Mash provides an opportunity for recorded verbal and written feedback.

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:

- Each day, staff review engagement and achievement of all children in their class. If a child appears to require additional support, 1:1 phone calls or a 'Zoom' / 'TEAMS' meeting will be arranged.
- Tasks can be differentiated at individual level via Purple Mash. E.g. to help scaffold and support the children who are 'working towards' the expected standard and can also provide depth and challenge for the children who are above the national standard.
- Children who have an EHCP or support plan, who are not in school, will be afforded additional contact via the staff who typically support them in school. This will be additional to the general individual 'check ins' that are planned each week.
- Children with visual problems will be posted reading scheme books, so they spend less time on screen than other children e.g. coloured paper
- Inclusion Manager Mrs Button will monitor provided work and engagement.
- Mrs Bainbridge in partnership with the Teachers and families will be closely monitoring pupils to see if the offer of a school place may be more appropriate

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?

- Daily learning tasks will be allocated via Purple Mash or email. These will match, or closely match, those that the children in school are completing. Engagement will be monitored and feedback and support provided in line with the above protocols.
- Children will have reading books (following isolation rules on our risk assessment) and access to phonics activities through Phonics Play and the Letters and Sounds phonic lessons.
- If appropriate, some isolating children may join a lesson via TEAMS or receive input via Purple Mash.