



Timothy Hackworth Primary School



‘Respectful and resilient; being the best that we can be.’

Remote Education Provision: Information for Parents and Carers

CRC Article 28: All children have the right to a good quality education.

CRC Article 29: All children have the right to have their personality, talents and abilities developed to the full. Children should develop a respect for others’ rights, cultures and differences, living peacefully and protecting the environment.

CRC Article 19: All children have the right to be safe.



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Approved by:	Governing Body
Head Teacher signature:	<i>L. Boulton</i>
Chair of Governors signature:	<i>P. Crook</i>

Remote Education Provision: Information for Parents and Carers

Date of Document:	September 2021
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Responsibility:	Mrs. L. Boulton – Head Teacher Mrs. J. Slattery – Deputy Head Teacher
Governors:	Curriculum and Standards Committee
Safeguarding Governor:	Mrs. P. Crook

Designated Safeguarding Leads:

Mrs. L. Boulton – Head Teacher

Mrs. J. Slattery – Deputy Head Teacher

Mrs. K. Kozlowski – SENDCO

Miss N. Stainsby – Pupil and Families Intervention Support Lead

Mrs. B. Mathwin – Attendance Officer

This document should be read in conjunction with our Respectful Relationships Policy, Data Protection Policy, Online Safety Policy, Safeguarding Policy, Remote Learning Policy and Staff Acceptable Use Policy. All policy and practice in Timothy Hackworth Primary School respect's children's dignity.

Our Timothy Hackworth School Vision

May our Rights Respecting School be a happy place for us all to learn; where every one of us is valued and safe in our Timothy Hackworth School Family. May we all be the best that we can be by making a positive difference to each other, our community in Shildon and the wider world in which we all live.

Mission Statement (written by children):

We would like our school, which reflects British Values, to be at the heart of the community, sharing, supporting and learning together with everyone as equals. Our children have the right to high quality learning experiences to help them to be the best that they can be.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

Values

Ours is a happy school with high hopes and ambitions for all our children and we welcome working in partnership with parents and carers to ensure that everything is done in the best interests of the children at all times.

All of our staff take their responsibility towards the children seriously and they strive to help each child reach their full potential as global citizens physically, emotionally, socially and academically. We are fully committed to the [CONVENTION ON THE RIGHTS OF THE CHILD](#).

To us, every child is unique and precious and we endeavour to foster a high level of motivation towards learning and behaviour. We are committed to the Basic Skills of English and Maths.

At all times, we aim to centre the teaching in an atmosphere of mutual respect and personal respect. A high quality education is [the right of every child](#), and at Timothy Hackworth Primary School, we embrace that responsibility and strive to achieve it for all our pupils.

Equalities Information

This policy should be read in conjunction with our school's 'Equalities Policy Statement', 'Equalities Objectives Summary' and 'Equalities Information and Objectives'.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Remote Education Provision

This information is intended to provide clarity and transparency to pupils, and parents and carers, about what to expect from remote education.

For details about what to expect where individual pupils are self-isolating, please see the final section.

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. We endeavour to provide carefully planned and sequenced remote learning experiences at home to match as closely as possible to the learning that takes place in school.

However, we have needed to make some adaptations in some subjects. For example, in PE and Sport, children may access the website 'Go Noodle' more frequently than they do so at school, so that they are able to engage in appropriate physical activity. In French, children access identified websites to support their learning of sounds linked to target vocabulary of the lesson. In History, children access recorded live lessons from The Oak Academy to help to develop their knowledge and understanding of The Vikings and related artefacts.

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:

Early Years Foundation Stage	3 hours a day This would incorporate practical tasks and play-based learning opportunities. This time would be spread out over the course of the day as appropriate.
Key Stage 1	3 hours a day This time would be spread out over the course of the day as appropriate.

Key Stage 2	4 hours a day This time would be spread out over the course of the day as appropriate.
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Accessing Remote Education

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

Remote learning is provided where necessary, for individual pupils who have a CV19-related absence, and closely matches the learning that is taking place in school.

As part of the remote learning lessons, a wide range of links to other relevant websites are made, for example, The Oak National Academy, www.fictionexpress.co.uk, and www.phonicsplay.co.uk

'Class Dojo' is used so that parents, carers and their children are able to send completed work to teachers, then feedback on the children's learning can be provided. Parental access to the Class Dojo platform is provided by school following a signed agreement by parents and carers.

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 these pupils to access remote education:

- Parents and carers have been asked to contact school should they not have digital or online access.
- Parents and carers are also provided with a paper-based learning pack as part of the remote learning provision. Parents and carers are asked to return completed paper-based learning packs to school for children's learning to be marked and feedback provided.
- School has been provided with a number of laptops from the Department for Education for an identified group of pupils. Eligible pupils' parents are contacted to inform them of this. Parents sign a 'Device Loan Agreement' and loan the laptop from school as appropriate. Following the acceptance of this agreement, parents are invited to collect the laptop from school.

How will my child be taught remotely?

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

- carefully planned and well-sequenced lessons which form the 'Remote Learning Plan' for those children in school who have a CV19-related absence. The Remote Learning Plans are issued to parents and carers via Class Dojo;
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by Teachers and Teaching Assistants);
- printed paper-based learning packs produced which reflect the learning taking place in school;
- reading books that children have at home;
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences;
- year group teachers will make routine telephone calls to parents and carers to discuss their child's learning and to provide support with this. Teachers will also speak to children as part of these calls to provide support and encouragement, for example, if a child is stuck with a calculation in Maths, the teacher will explain this to the child via the telephone;
- year group teachers will make routine and regular contact with parents and carers via the Class Dojo platform to discuss their child's learning and to provide support with this. Teachers will also communicate with children via Class Dojo to provide support and encouragement, for example, if a child is stuck with a calculation in Maths, the teacher will work with the child to explain and model the calculation so that the child's misconception is addressed.

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 children to try their very best with their remote learning, being the best that they can be;
- We expect parents and carers to support their child with their remote learning as much as they are able to so that their child's right to learn is met. We are

mindful of the challenges that remote learning may bring to parents and carers. For this reason, year group teachers make routine remote learning telephone calls to parents to provide support.

- We expect children to complete all of their remote learning each week as detailed on each year group's Remote Learning Plan;
- We expect children, with the help of their parents and carers, to submit evidence of learning. These tasks are highlighted in yellow on each year group's Remote Learning Plan;
- We expect children to complete all of their paper-based learning pack, and for parents to return completed learning packs to school for marking and feedback. If there are issues with online accessibility, we expect children to complete all of their paper-based pack.

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

- Children's engagement with remote learning is checked on a daily basis by year group teachers via Class Dojo. Feedback is provided to parents and children via Class Dojo and routine telephone calls.
- Routine telephone calls are also made by Miss Stainsby, our Pupil and Families Intervention Support Lead, to provide support for identified pupils and their families;
- Routine telephone calls are also made by Mrs. Kozlowski, our SENDCO, who will provide support for pupils on our SEND Register and who are part of our Enhanced Mainstream Provision for Speech, Language and Communication;
- Routine telephone calls and home visits will also be made by Mrs. Mathwin, our Attendance Officer, to identified pupils and their families;
- Where engagement with remote learning is a concern, year group teachers will attempt to make contact with parents and carers. Should there be no response, one or more of the following members of staff would then make telephone contact:

Miss Stainsby – Pupil and Families Intervention Support Lead;
Mrs. Mathwin – Attendance Officer;
Mrs. Kozlowski – SENDCO;
Mrs. Slattery – Deputy Head Teacher;
Mrs. Boulton – Head Teacher.

If necessary, a Home Visit would be made by Mrs. Mathwin, Attendance Officer.

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:

- Yellow highlighted tasks on the Remote Learning Plans, indicate to parents work that is expected to be submitted for marking and feedback;
- Class teachers will assess children's work using Class Dojo, where feedback is provided to parents and/or children;
- Children who access paper-based learning packs are encouraged to return these to school on a weekly basis for marking and feedback;
- Class teachers will make routine telephone calls, and use the Class Dojo platform, to provide feedback on children's learning, and to support children when they may be stuck with an aspect of their learning;
- Parents and carers are also encouraged to send examples of children's learning via our school website, and via the Class Dojo platform. Children's work will be marked by class teachers;
- Children will receive feedback on their work routinely, each week, by class teachers.

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 children, for example, some children with Special Educational Needs and Disabilities (SEND), or children who are vulnerable, 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:

- Children with SEND and vulnerable children will have the same opportunities as their peers to access remote learning;
- Where a child with SEND experiences difficulties in accessing the remote differentiated learning made available, teachers will discuss this with the child's parents and carers as part of the routine telephone calls made. As a result of this, teachers would provide learning which is further differentiated to meet the specific needs of the child. Class teachers would discuss this with parents and carers;

- Where a child with SEND accesses a specific device to support their needs as part of a Support Plan or an EHCP, this device will continue to be used in school if the child is in attendance during the lockdown period, or, the device will be sent home for their child to use as part of their remote learning provision;
- Routine telephone calls are also made by Mrs. Kozlowski, our SENDCO, who will provide support for pupils on our SEND Register and who are part of our Enhanced Mainstream Provision for Speech, Language and Communication;
- Where the parents and carers of an SEND child need to discuss the special educational needs of their child further, our SENDCO, Mrs. Kozlowski, would make contact with parents;
- Where the parents and carers of a vulnerable child need to discuss the needs of their child further, our Designated Safeguarding Leads are available to contact in school:

Mrs. Boulton – Head Teacher

Mrs. Slattery – Deputy Head Teacher

Mrs. Kozlowski – SENDCO

Miss Stainsby – Pupil and Families Intervention Support Lead

Mrs. Mathwin – Attendance Officer

- Parents and carers of children with SEND, and of vulnerable children, are always welcome to contact their child's teacher via the remote learning telephones also.

Remote Education for Self-Isolating Pupils

if my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

- Children who are self-isolating will access remote learning via the Remote Learning Plans available on Class Dojo.
- The Remote Learning is carefully planned and sequenced and closely matches the learning that is taking place in school. Parents and children are encouraged to send examples of work into school for the teacher to assess.

- For those children who do not have online access, paper-based learning packs will continue to be provided which can be collected from school.

Please contact school should you have any questions about remote learning, and we will be happy to help you with your queries.