

**STATEMENT ON REMOTE EDUCATION
PROVISION AT
Highbury Primary School**



'Valued as Individuals, Inspired and Nurtured as Learners'
Respect, Resilience, Confidence, Kindness, Inclusive, Aspiration

Remote education provision: information for parents

Each school in The University of Chichester Academy Trust follows a Remote Learning Policy which you can find on our website. This is a summary of that policy for parents.

We aim to provide high-quality remote education for children both in and out of school. This can consist of learning which is:

BLENDED– Children’s learning involves electronic and online media as well as face-to-face teaching. It can take place in and/or out of school.

FLIPPED – Instructional content delivered online from another place. This could be a teacher in another class or who is at home self-isolating.

REMOTE – Carried out without physical attendance by the pupil and/or teacher using technology.

This leaflet focuses on REMOTE provision your child may have to access because they are:

- Self-isolating following close-contact with an infected individual
- Self-isolating because they have symptoms of COVID-19 and/or have tested positive but are well enough to undertake school work
- Not able to attend school because of an unplanned closure (snow, technical issues, staff illness)
- Following National guidance of staying at home due to a pandemic

What should my child expect from immediate remote education in the first day or two?

Your child’s teacher will make initial contact to discuss expectations. In individual circumstances this will be via a phone call. If a whole group or class are out this will be via teams.

Work will be posted focusing on revisiting past learning while staff prepare new learning.

If this is whole school, information will be sent to parents communicated by letter.

What curriculum will my child be following?

- We will cover enough of the core learning planned for school to minimise the risk of your child falling behind.
- Depending on the length of the expected absence, you may find the following subjects are different or may not be covered, but we will make sure you catch up on return:

Areas within certain curriculum subjects where specialist equipment is needed e.g. Music, Art, Science.

PE activities will be provided that may need extra space although we are trying to focus on 'on the spot' exercises.

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:

Primary school-aged pupils	Key Stage 1 – 3 hours
	Key Stage 2 – 4 hours

Accessing remote education

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

You should be familiar with the platform we use to provide our remote curriculum. If you are not, do make sure you get the details of how to access it before you may need it:

Tapestry (Nursery and Reception)

Teams (Reception – 6)

Information for parents/carers is available on our website www.highburyprimary.org

If my child does not have digital or online access at home, how will you support them to access remote education?

We know lots of families do not have access to suitable devices or broadband. If this applies to you and we haven't helped you yet, do get in touch as we may be able to offer you support in the following ways:

Free SIM cards to get you an internet connection

Loan of laptops or chrome books

Printed versions of the materials your child will need

Stationary packs – exercise books, pencils etc.

Technical support will be given via our website, how to guides and personalised support to families.

How will my child be taught remotely?

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

Recorded lessons from members of staff Group

Group or individual catch-up sessions online where your child can talk to the teacher and teaching assistant about their learning

Materials on the internet for your child to access independently, for example videos, quizzes, articles or games.

Live teaching (online lessons)

Printed material

Textbooks and reading books including e-books

Pre-recordings of strategies embedded in the learning Power points for children to watch

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?

Set up the accounts in advance, so they are ready when you need them.

Talk to us in advance if you need support with devices/internet.

Arrange a suitable space in your home which supports your child to access home learning.

Check the instructions for each day in advance, so your child is prepared for the activities.

If there are live sessions for your child to engage with their teacher, set a reminder so you can help them access it.

Engage with the learning yourself if you are able, particularly taking time to read every day with your child.

Support your child's day to ensure they have regular breaks, fresh air, exercise and healthy snacks. The work set should be spaced out through the day.

Arrange a suitable approach that suits your family's needs.

Keep an eye on your child's online activity so you can be assured they are safe and happy.

Upload the work and then turn it in so that the class teacher can respond with feedback.

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

Use the analytic function from both Teams and Tapestry, our online learning platforms, to identify children who are not engaging with the remote learning.

Each Class will keep an engagement record which will include phone calls and attendance in the Live sessions.

These children will be contacted by an adult from their class through Studybugs, email or phone calls.

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:

In Teams, staff will complete feedback section in each assignment returned by using written comments.

In Tapestry, staff will comment on the posts, providing children with next steps where appropriate.

Feedback on both platforms will be given daily. Feedback may also be given during phone calls to parents/carers.

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:

Designated staff will ring their identified children. This may be our SENDCO, designated safeguarding Leads, 1 to 1 Teaching Assistants or our Pupil and family Support Lead.

Teaching staff will post interventions and differentiated learning assignments on Teams including sensory activities.

Staff will plan and post differentiated activities that can be assigned to specific children.

Staff can carry out live 1 to 1 sessions e.g. ELSA, 1 to 1 reading sessions, catch up sessions.

The immersive reader function can be clicked in Teams to read instructions and feedback.

Staff can prepare videos that model expectations of the tasks.

A range of Social, Emotional and Mental Health activities and basic skills activities on the school website under SEN tab.