



Heath Primary School

Remote Education Information

25 January 2021

What pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

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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.

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

1. 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 remote education in the immediate days of pupils being sent home?

Heath Primary School is well prepared for remote learning at home. If a bubble closes or national restrictions mean partial or full closure of the school, then the school switches to its remote learning plan below. The school will support families to access remote learning as outlined in Section 3.

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 will be teaching the same curriculum remotely as we will be in school wherever possible. This is true for our core subjects of Maths and English.

However, there may need to be some adaptations in foundation subjects due to the differing resources available at home. Where this is the case (e.g. Art, Design and Technology, PE and some aspects of Science), adaptations will be made to suit both children in school and those at home whilst still following our school's curriculum for those topics as much as possible.

All learning is sequential and is matched to children's needs and ability.

2. Accessing remote education

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

Class Dojo will be used to set activities. Parents and carers should access their child's Dojo profile to find the learning set by teachers. Parents, carers or children can use this platform to share their work for teachers to assess.

Zoom will be used daily to meet and greet children and welcome them to the day. It will be used to input expectations for the day and show children the activities that have been set.

[Heath Primary School's Zoom agreement & rules](#) can be found via the school website under Parent Area → Home Learning.

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:

- School has a bank of laptops to loan to families to support online learning
- School also support families to access mobile data tops and support with WiFi connections
- School will distribute paper-based learning packs to all pupils to support their learning.

3. 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 between 3-5 hours a day, depending on the age of the child. A typical schedule of the day is included in Section 3 below.

How will my child be taught remotely?

Below details the remote education that children are expected to complete. All lessons and tasks will be posted on Class Dojo. Subjects are written in the order that they are usually taught in school however there is not an expectation that children must complete these lessons in this order. Children should be available to attend the morning Zoom Registration as a register is taken daily.

Upper Key Stage 2

Year 5 and Year 6

10:00 – Live Zoom ‘Registration’ with children to check-in and see that they are okay. Teacher sets expectations for the day and give the children the opportunity to ask questions.

Arithmetic – Each day, children will have arithmetic questions assigned to their Activities that they should be able to attempt without input from the teacher. A video will be posted to the class story which explains the process needed to answer each question correctly. This video is to support pupils and parents who are not able to answer a question(s) as well as to provide pupils the opportunity to self-assess and reflect on their own work.

Maths – Each day, teachers will post lesson videos on their Class Story. These videos are the lessons that children would have completed in school with their teacher’s voice explaining the slides. This lesson video will aim to replicate the experience that children would have had in school as best as possible. Once children have watched the lesson video, they will have a task to complete on their Activities on Class Dojo that relates to the learning.

Spelling Punctuation and Grammar (SPaG) – Each day, children will have a SPaG task assigned to their Activities for them to complete. Depending on the task, teachers may feel that a lesson video is needed but not always.

Writing – Each day, teachers will post lesson videos on their Class Story. These videos are the lessons that children would have completed in school with their teacher’s voice explaining the slides. This lesson video will aim to replicate the experience that children would have had in school as best as possible. Once children have watched the lesson video, they will have a task to complete on their Activities on Class Dojo that relates to the learning.

Reading – Each day, teachers will post lesson videos on their Class Story. These videos are the lessons that children would have completed in school with their teacher’s voice explaining the slides. This lesson video will aim to replicate the experience that children would have had in school as best as possible. Once children have watched the lesson video, they will have a task to complete on their Activities on Class Dojo that relates to the learning.

Foundation Subjects – Over the week, children will have three lessons from the foundation subjects, depending on what was planned by teachers. These three lessons will be recorded by teachers and posted on the Class Story and a task related to the learning will be posted in children’s Activities. In addition to this, children will have two optional tasks related to the foundation subjects that they can complete without teacher input.

Lower Key Stage 2

Year 3 and Year 4

9:30 – Live Zoom ‘Registration’ with children to check-in and see that they are okay. Teacher sets expectations for the day and give the children the opportunity to ask questions.

Arithmetic – Three times per week, children will have arithmetic questions assigned to their Activities that consolidates learning from the year or revisits topics from the previous year.

Maths – Three times per week, teachers will post lesson videos on their Class Story. These videos are the lessons that children would have completed in school with their teacher’s voice explaining the slides. This lesson video will aim to replicate the experience that children would have had in school as best as possible. Once children have watched the lesson video, they will have a task to complete on their Activities on Class Dojo that relates to the learning.

Spelling Punctuation and Grammar (SPaG) – Three times per week, children will have a SPaG task assigned to their Activities for them to complete. Depending on the task, teachers may feel that a lesson video is needed but not always.

Writing – Three times per week, teachers will post lesson videos on their Class Story. These videos are the lessons that children would have completed in school with their teacher’s voice explaining the slides. This lesson video will aim to replicate the experience that children would have had in school as best as possible. Once children have watched the lesson video, they will have a task to complete on their Activities on Class Dojo that relates to the learning.

Reading – Three times per week, teachers will post lesson videos on their Class Story. These videos are the lessons that children would have completed in school with their teacher’s voice explaining the slides. This lesson video will aim to replicate the experience that children would have had in school as best as possible. Once children have watched the lesson video, they will have a task to complete on their Activities on Class Dojo that relates to the learning.

Foundation Subjects – Over the week, children will have three lessons from the foundation subjects, depending on what was planned by teachers. These three lessons will be recorded by teachers and posted on the Class Story and a task related to the learning will be posted in children’s Activities. In addition to this, children will have two optional tasks related to the foundation subjects that they can complete without teacher input.

Key Stage 1

Year 1 and Year 2

9:30 – Live Zoom ‘Registration’ with children to check-in and see that they are okay. Teacher sets expectations for the day and give the children the opportunity to ask questions.

Phonics - Each day, teachers will post lesson videos on their Class Story. These videos are the lessons that children would have completed in school with their teacher’s voice explaining the slides. This lesson video will aim to replicate the experience that children would have had in school as best as possible. Once children have watched the lesson video, they will have a task to complete on their Activities on Class Dojo that relates to the learning.

Maths – Each day, teachers will post lesson videos on their Class Story. These videos are the lessons that children would have completed in school with their teacher’s voice explaining the slides. This lesson video will aim to replicate the experience that children would have had in school as best as possible. Once children have watched the lesson video, they will have a task to complete on their Activities on Class Dojo that relates to the learning.

Writing – Three times per week, teachers will post lesson videos on their Class Story. These videos are the lessons that children would have completed in school with their teacher’s voice explaining the slides. This lesson video will aim to replicate the experience that children would have had in school as best as possible. Once children have watched the lesson video, they will have a task to complete on their Activities on Class Dojo that relates to the learning.

Foundation Subjects – Over the week, children will have three lessons from the foundation subjects, depending on what was planned by teachers. These three lessons will be recorded by teachers and posted on the Class Story and a task related to the learning will be posted in children’s Activities.

Early Years Foundation Stage

Reception

Story time – Each day, teachers will read a story to children either via a Zoom call or on a pre-recorded video. The Zoom call allows children to see and speak to their teacher as well as giving the opportunity for teachers to check-in with children and see if they are okay.

Phonics - Each day, teachers will post lesson videos on their Class Story. These videos are the lessons that children would have completed in school with their teacher's voice explaining the slides. This lesson video will aim to replicate the experience that children would have had in school as best as possible. The video are designed to be interactive with children answering questions that the teachers ask.

Maths – Each day, teachers will post lesson videos on their Class Story. These videos are the lessons that children would have completed in school with their teacher's voice explaining the slides. This lesson video will aim to replicate the experience that children would have had in school as best as possible. The video are designed to be interactive with children answering questions that the teachers ask.

Literacy - Each day, teachers will post lesson videos on their Class Story. These videos are the lessons that children would have completed in school with their teacher's voice explaining the slides. This lesson video will aim to replicate the experience that children would have had in school as best as possible. The video are designed to be interactive with children answering questions that the teachers ask.

Nursery

Story time – Each day, teachers will read a story to children either via a Zoom call or on a pre-recorded video. The Zoom call allows children to see and speak to their teacher as well as giving the opportunity for teachers to check-in with children and see if they are okay.

Activities - Each day, teachers will post two lesson videos on their Class Story. These videos are linked to the learning that children would have completed in school. Each activity is linked to the Early Learning Goals and are designed to be interactive with children answering questions that teachers ask.

2 Year Old Provision

Story time – Each day, teachers will read a story to children either via a Zoom call or on a pre-recorded video. The Zoom call allows children to see and speak to their teacher as well as giving the opportunity for teachers to check-in with children and see if they are okay.

Activities - Each day, teachers will post one lesson video on their Class Story. This video are linked to the learning that children would have completed in school. Each activity is linked to the Early Learning Goals and are designed to be interactive with children answering questions that teachers ask.

4. 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 understand that learning at home brings about challenges for children and parents/carers. Our expectation is that children continue their learning by engaging with the content that teachers are providing. We accept that some days, children will be less engaged than other days and that some they may find some lessons more challenging than others. Teachers try to plan lessons that are accessible to all at home, however there may be occasions that children require support to understand the learning and complete a task. We would encourage parents and carers to support children with this if they are able too.

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

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

- Teachers will view and assess each piece of work that is submitted on Class Dojo. However, teachers will only provide written feedback on at least one piece of work that is submitted each day.
- Pupils who are struggling to complete a task can message their class teacher on Class Dojo for support or clarification. Teachers will respond as soon as they are able to.
- Pupils have the opportunity to ask questions about their learning on the Zoom Registration.

5. 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 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 these pupils.

If your child has an EHCP or receives SEND support in school, they will receive a home learning pack from their teacher that is tailored to meet the needs of the specific child and will be contacted by the SEND or Pastoral team to offer support.

We do encourage all children to be in school full time during this period.

6. Remote education for self-isolating pupils

If your child has to self-isolate and is unable to attend school, children will have access to a pack of learning from the school website. This is intended to last two weeks and will differ from remote education mentioned previously in Section 3 as lesson videos will not be recorded by class teachers and learning may not be the same as the rest of the bubble that is in school. Teachers will plan packs linked to the topics that will be covered throughout each term.

Jonathan Lynch is the senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.