



Remote education provision: information for parents

January 2021

Introduction

This information is intended to provide clarity and transparency to pupils, parents and carers about what to expect from The Hermitage School's remote education provision when entire cohorts, year groups or classes have to remain at home due to Coronavirus restrictions. The information given below gives information about the provision we will provide children working from home provided that staffing levels are normal and class teachers are not unwell. In these circumstances, the provision we provide may be reduced but we will endeavour to provide all the resources outlined below.

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

What is remote education?

Ofsted uses the following definitions for the different aspects of remote education:

- Remote education: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- Digital remote education: often known as online learning, this is remote learning delivered through digital technologies.
- Blended learning: a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happen in class.
- Synchronous education: this is live; asynchronous education is when the material is prepared by the teacher and accessed by the pupil at a later date.

The quality of the education provided is far more important than the medium chosen to deliver it.

The remote curriculum: what is taught to pupils at home?

We will aim to deliver a high-quality curriculum which will be aligned to the classroom curriculum as much as possible. The curriculum will be carefully sequenced, giving pupils the building blocks needed to move on to their next steps. We will teach the same curriculum remotely as we do in school wherever possible and appropriate.

Pupils often find it harder to concentrate when learning from home, so curriculum content will be divided into smaller chunks with short presentations or modelling or new content, followed by exercises giving the children opportunity to practise the skill they are learning.

We will endeavour to give pupils a broad curriculum which covers all of the primary subjects. Some subjects are easier to deliver remotely but we will continually evaluate our provision to ensure all subjects are taught during the period of remote education. In some instances, some adaptations would have to be made in some subjects. For example, science investigations may be difficult to carry out at home, so videos of the investigations may be sent home instead.

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. There are a bank of resources in place on our school website for children to access in the short term whilst the home learning provision is finalised: <https://www.hermitage.surrey.sch.uk/page/?title=Working+from+home&pid=156>

Within 24 hours of children having to move over to remote learning, your child's class teacher will make contact via Seesaw with details of the home learning provision.

Remote teaching and study time each day

We expect that remote education, including remote teaching and independent work, will take pupils broadly 3-4 hours each day. However, we want to support parents as much as possible and understand the difficulties and stresses many parents will be experiencing with home learning their children, especially whilst working themselves. We ask that parents keep in regular contact with their child's class teacher and communicate any difficulties their child is having with engaging and/or understanding the learning set.

How will my child be taught remotely?

Remote education is not the same as digital education. Sometimes, it may be more effective to deliver remote education through worksheets or a textbook closely aligned with the curriculum to provide meaningful work. When used appropriately, a good textbook can provide the necessary curriculum content and sequencing pupils need when learning from home. It can also be easier to access for some pupils. Our digital platforms will be used to administer our home learning provision in the most appropriate way for the learning task set.

We will be using a variety of online tools for your child to access at home such as Microsoft Teams, Seesaw, Mathletics, Purple Mash and our own Hermitage Class Blogs. Your child will be sent links to teaching videos via Seesaw. The videos will be from a variety of sources such as Oak National Academy, White Rose (maths) or perhaps a member of The Hermitage Teaching staff who has recorded a lesson for them.

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

- Recorded teaching (eg, Oak National Academy lessons, White Rose Maths lessons, video/audio recordings made by Hermitage teachers).
- Learning tasks set within the online platforms Seesaw, Purple Mash and Mathletics.
- Access to our PE teaching videos via Real PE.
- Access to our Character Education Programme, Commando Joe's.
- Access to our online library – Oxford Reading Buddy and Soft Egg.
- Access to pages of the Power Maths scheme online text book.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Online live teaching sessions where appropriate to support the learning of certain children.
- Registration/introduction to the day sessions in the morning with their teacher via MS Teams.
- When possible, catch-up/feedback sessions at the end of the school day with their teacher or teaching assistant via MS Teams.

Accessing 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 have laptops at school which we can loan out to children who do not have a suitable device. Please contact the school for further information.
- We have obtained some Vodaphone data SIM cards which we can give out to parents for free, which can be used as a dongle on smart laptops, or used within a mobile phone as a 'hotspot' for internet access.
- We will organise for printed packs of learning materials to be given out to children if necessary. We will work with families individually about how best organise children submitting work to their teachers if there is no online access. Please contact the school for further information.

Engagement, feedback and assessment

We expect our children to engage with the home learning provision we have provided and to attempt all of the daily tasks outlined by their class teacher. However, we do realise that each child is an individual and each family is different too. However, we ask that parents contact the school for further support to help motivate and engage their child if necessary.

A morning 'registration' Teams call will help children to engage as teachers will be able to provide an introduction of the day's learning and relay their expectations. We will provide a daily timetable for children to help structure their learning and settle them into a routine. We will use mainly recorded videos for our provision as this gives more flexibility for children and families to fit the learning around their home lives. Live lessons are difficult for some families with more than one child and are also more difficult for the teacher to engage in a meaningful way with the children remotely.

Most children will submit their work through Seesaw and will receive feedback from their teacher and/or teaching assistant as much as possible. This may be written comments or recorded comments via Seesaw. When possible, teachers and/or teaching assistants will arrange another session for some children during or at the end of the day. These methods will ensure a daily check is kept on children's levels of engagement.

If engagement is a concern we will contact parents directly. However, we realise every child is individual and will therefore engage in different ways and at different levels. We will contact parents if we feel the level of engagement is having a detrimental effect on the child's learning opportunities.

Teachers will formatively assess children's work each day just as they do when teaching them in a classroom. When giving children feedback, teachers will assess children's understanding and address any misconceptions through their planning for future lessons. No summative assessment tasks will be carried out remotely.

Additional support for pupils with particular needs

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:

- Where possible, differentiated tasks will be set via the school's learning platforms
- Teachers will be in regular communication throughout the week via Seesaw, Teams and telephone
- Teaching assistants will also be in regular contact with the children they support at school

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 your child is required to self-isolate it is important that you notify the school as soon as possible and to highlight that home learning is required.

Your child's class teacher will be in contact within 24 hours of notification. They will use Seesaw to provide home learning provision to your child and will endeavour to provide feedback on tasks set. The home learning tasks will follow, as closely as possible, the curriculum being covered in the classroom by the other children but adaptations will have to be made.