



# HAMPRESTON CE (VA) FIRST SCHOOL

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*To love God and to love one another*

## 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?

The first day the school is notified is 'Day Zero' (this includes emails or calls to school after 5pm the previous day). On Day Zero, the relevant staff will be contacted and informed of the absence.

Where work is immediately available, this may be delivered to the family – either via email or our digital learning platform: Seesaw. Where work (and/or staff i.e. in the event that they are teaching) is not available, parents should visit the Remote Learning page of the school website: [www.hamprestonfirstschool.com/remote-learning](http://www.hamprestonfirstschool.com/remote-learning)

Work will then be available from Day One of the absence, following the usual Remote Learning provision on Seesaw.

Should children require support – i.e. printed resources, books or digital devices – parents should notify the school when informing us of the child's absence. Resources will be made available wherever possible.

## 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?

During periods of remote education, or in the event of a national/local lockdown or school/bubble closure, the school will teach the same curriculum remotely as we do in school wherever possible and appropriate.

However, we have needed to make some adaptations in some subjects. This may include the nature of activities and/or tasks due to appropriateness of resources etc. This may also be where external staff, such as peripatetic music teachers or sports coaches, deliver onsite lessons.

Additionally, variations to timetable may be necessary as remote learning might not match the onsite day exactly.

## 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 (Reception) and Key Stage 1	1-3 hours a day on average across the cohort, with less for younger children.
Key Stage 2	4 hours a day

## Accessing remote education

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

Remote learning will be hosted on Seesaw ([web.seesaw.me](http://web.seesaw.me)) and login information should have already been sent to you [Please contact the class teacher via email for password resets/lost login details etc.].

Seesaw can be accessed on Windows/Mac computers and mobile devices via web browsers (we recommend Google Chrome or Mozilla Firefox). Android and iOS devices also have a free App available (please visit the devices App store).

## 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:

Where digital devices are not readily accessible, Hampreston will try to meet the needs wherever possible. We are currently able to offer the use of our Samsung Netbooks, but continue to seek additional resources via other means. For more information, please contact the school office.

Where digital resources are not required, parents can ask for printed materials to be made available. These can be collected weekly from school. The school has also made a range of resources available such as exercise books, CGP Spelling, Punctuation and Grammar books or Power Maths books to reduce the pressure on device-based learning.

*[The current government initiative to provide devices for schools has seen a reported 700,000 devices delivered. Hampreston's eligibility has been means-tested, allocating just 1 device as of 18<sup>th</sup> January 2021.]*

## How will my child be taught remotely?

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

The day's learning will be added by 7am each morning and can be accessed at any time and in any order during the day (although teachers will provide a suggested timetable). A range of activities and resources will be used including the use of third-party resources such as Oak National Academy, BBC Bitesize or White Rose Maths.

Teachers will endeavour to balance learning requiring online access or use of mobile devices, and tasks and activities that can be completed off-line. They will also try to vary their approaches to meet the needs of a broad range of learners and styles, including the ways in which work can be submitted.

Additionally, in the event of significant absences within a class, bubble or whole school closure or national/local lockdown, teachers will begin each day with a Zoom video call. This 20-30 minute call will allow teachers to have direct face-to-face contact with children, discussing issues arising, delivering teaching and/or providing feedback. These will also include opportunities for class-based collective worship time.

*In accordance with our Covid-19 Safeguarding Addendum, all video calls are recorded – parents are asked to ensure children follow the guidelines set out in our Remote Learning Policy 2020/21.*

## 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?

In these incredibly challenging times, we do not intend to put heavy burdens on families. We hope that every family will simply do what they can. However, our 'gold' standard would look something like:

- Pupils log in to daily Zoom calls every day (or catch up later in the day if using shared devices)
- Pupils engage with all set tasks, working for approximately 1-hour on each task as appropriate. Some tasks may be shorter (i.e. spelling/phonics activities) and the age of each child should be taken into account.
- Pupils submit work each day, trying to ensure it is of a good standard.
- Pupils take part in weekly Collective Worship video, supported by parents or carers, and join the weekly Celebration Collective Worship.
- Parents/carers support children where possible, but try to promote independent learning where appropriate.
- Parents/carers support children's well-being with other activities (craft, cooking, exercise etc.)
- Parents/carers support good daily routines.
- Parents/carers to be aware of the pressures and workloads of staff, ensuring requests are reasonable and respectful. Please also be aware of staff working hours, limiting requests to normal office hours only where possible.

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

School staff, including class teachers, SENCO, teaching assistants and school leadership, will monitor pupil engagement on Seesaw. Where a pupil has not engaged with set activities for 3 consecutive days, and school has not been previously contacted, parents or carers will be called. This initial call will be to ascertain whether additional support is needed.

Further contact may be made if improvements are not made, always with a view to supporting families during challenging times.

However, in the case that a child is unwell, they are not expected to complete remote learning. Please notify the school and class teacher by email should your child be unable to complete daily remote learning as a result of illness, and again when they are well-enough to resume. They will not be expected to catch up missed work, but may do so if they wish.

## 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:

- Where pupils upload work to Seesaw. All work submitted will be acknowledged by the class teacher.
- Feedback will be given for English and Maths on an individual, group or whole class basis.
- Feedback will be age appropriate and shared in a timely manner: 3-4 times per week
- Feedback may be written, by audio/video or electronically marked. Older children may be given opportunities for self-marking and corrections.
- General feedback, including addressing common misconceptions, may feature in the daily Zoom call.

## 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:

When planning and setting activities, teachers will endeavour to deliver a broad range of options, challenges and differentiated approaches to meet the broader spectrum of abilities.

Where a child has a specific need, this will be discussed by the SENCO and additional / alternative resources may be made available. This may include access to alternative online packages such as Nessy.

Where external partners usually work with individuals, these will be managed on a case-by-case basis depending on the approaches of those agencies.

We also acknowledge that younger children require differing levels of input and support. Children in Reception and Key Stage 1 may be set more, but shorter activities, with prompts for parental support. Younger children will also be set daily early reading and early maths activities.

## 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?

Children who are self-isolating can expect a broadly similar approach as outlined above. This will depend on the number of pupils isolating at any given time and the availability and capacity of teachers. As a result, Zoom calls may not take place and any marking, assessment and feedback may be limited to hours outside of the normal school day.