



Remote education provision at Heathfield: information for parents/carers

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. Click this link for our [Remote Education Policy](#).

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Children will be provided with blended learning consisting of assignments and tasks set on Teams for all year groups, work packs emailed to parents or printed work packs available on request via the teacher. All work will correlate with the weekly planning and Topics being taught in school.

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. However, we have needed to make some adaptations in some subjects. For example, there will be less practical work for Science, Music theory and basics instead of instrument tuition from Nottingham Music Hub and some changes in techniques and media used in Art to suit the accessibility and needs of the home learners.

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:

EYFS	Although no set minimum of hours by the government, children in F1 and F2 will be able to access a range of 'Bright Ideas' activities which replicate the learning the children would do in school such as phonics, maths, writing, play, craft and parent engagement activities. The 7 areas of learning in EYFS are covered through the remote learning package.
Key Stage 1	There is a minimum of 3 hours a day of lessons and activities provided for children who are home learning. This is accompanied by spelling practise, reading, times-tables practise and the encouragement of activities to promote physical and mental health.
Key Stage 2	There is a minimum of 4 hours a day of lessons and activities provided for children who are home learning. This is accompanied by spelling practise, reading, times-tables practise and the encouragement of activities to promote physical and mental health.
NB	Some lessons may be 'live' lessons, some are pre-recorded and each day there will be a story session available for each class. The whole school use the Rainbow Reading Challenge and so should read at least 3 times a week to an adult.

Accessing remote education

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

EYFS are using MS Teams and Evidence Me for setting and recording any work from our home learners. Work can be returned via Evidence Me, Teams and class email.

KS1 & KS2 will use MS Teams as their main online learning platform. This will contain links to other websites or media sources to accompany and enhance their learning. Children can return their work through Teams, via email or as printed copies for teacher feedback.

The school website also has a home learning page to access other online resources:

<http://heathfieldprimary.org.uk/wp/home-learning-zone/>

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:

- There are a number of laptops available for borrowing should a lack of device be a barrier to families who are struggling with online learning. These are issued on request and enable families to log into Teams and other websites such as Times table RockStars.
- Some families may be eligible to obtain an increased data SIM or equivalent to support online access – parents requiring support should contact the school office 0115 9155725/0115 9794304
- Children can access printed work packs collected from the office following communication with the class teacher
- Children can drop their work back into school for teacher feedback or it can be returned with photos sent via email to the class teacher

How will my child be taught remotely?

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

Each week the children will be following their virtual class timetable using a variety of approaches:

- live teaching (online lessons)
- recorded teaching (video/audio recordings made by class teachers or through Oak National Academy lessons)
- printed paper packs produced by teachers (e.g. workbooks, worksheets), tailored to individuals and linked to current learning
- textbooks and reading books pupils have at home or can borrow from school
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- projects set through the newsletters, school Facebook page or Nottingham City Council run activities
- quizzes hosted by teachers

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?

Expectations for pupils' engagement with remote education:

- Children are expected to complete tasks either on Teams, on printed work packs or in the home learning exercise books which all children were provided with in Autumn Term.
- Children are also expected to continue to read regularly at home and to fill in their Rainbow Reading Challenge cards.
- All children are encouraged by their teacher through regular communication on Teams or phone calls to join in with the activities that are set specifically for them.

Expectations of parental support for remote education:

- Parents/carers are expected to ensure their child has a good routine which will support their engagement with remote learning (enough sleep, early nights)
- Over the course of the week parents should ensure that children are completing the assignments set and these are returned to school for feedback
- Parents are asked to complete the surveys which inform teachers of barriers faced and how adjustments can be made to suit all children learning at home
- Maintain regular communication with school via class emails or responding to phone calls made by the teachers

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

- Insights on Teams enables the teachers to see which children are engaging in the work and subsequently submitting work.
- Children who are showing good effort in their home learning may receive praise stamps on Teams or even be Home Learner of the Week for the class.
- If it is felt the child is submitting work which is not of the standard expected for their ability the teacher will contact home to discuss next steps.
- Teachers will make contact with any families who are not engaging with Teams or who have not returned any of the work packs.
- Teachers will make welfare calls if there is no improvement in engagement
- Teachers may also work with the Designated Safeguarding Leads in regards to any children who are not engaging with the work set for them. This may lead to home visits to check on welfare of the child/family.

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:

- Children will receive feedback on any work submitted by the child/parent on a daily basis. This feedback may come from their own teacher or a teacher from within the phase.
- Quizzes may be set for reading comprehensions, maths tests and spellings
- Work received via the class email will be commented on via reply to the email.
- In EYFS Evidence Me records progress against the Early Years outcome statements which contribute to the child's EYFS Profile for the end of the year.
- Some work from home learning will be displayed in class to show the progress being made.

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:

- EHCP/HLN children are encouraged to attend school as we understand their educational needs are best met in person at school
- Individualised work packs are created including suitable resources which the child is familiar with to help their learning
- Sensory packs have been given to identified children
- Worksheets include signs and symbols on them to support understanding for SEND children
- SENCos and class teachers communicate with parents and children regularly via phone calls and email.
- SENCos and class teachers continue to work towards the child's provision map through the remote education where possible.

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?

Any child who is self-isolating but their class remains in school will be offered work packs to do during their absence as long as they are well enough to do the work. The blended learning offer in this instance will also include recently set assignments on Teams, Times table RockStars, our Rainbow Reading Challenge and other web based resources which the children are already familiar with.

There may be less 'live' lessons as the class teacher will be in class teaching as usual however there may be opportunities during the day where any self-isolating pupil can join the class on a 'live' dial in to a lesson. This will be communicated to parents/children as the possibility arises. This will ensure the child who is self-isolating still feels part of the class and is less likely to fall behind from missing key learning opportunities.