



Mount Hawke Academy Remote Education Provision

Information for Parents

This information is intended to provide clarity and transparency to pupils and parents and 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 document.

The plan complies with the expectations and principles outlined in the Department for Education guidance documents for [Actions for Schools During the Coronavirus Outbreak](#)

This plan has been developed taking in to account the Education Endowment Fund's [Best evidence on supporting students to learn remotely](#) (April 2020) and the DfE's guidance [What's Working Well in Remote Education](#) (Jan 2021).

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?

If a child is isolated from school - the child is sent home from school to either receive a test or self-isolate or the class bubble is closed - they will be directed to Tapestry (EYFS), Seesaw (KS1) or Goggle Classroom (KS2) where they will have an immediate opportunity to continue their learning.

These instantly available activities will be basic skills work that would be relevant at any stage of the year - arithmetic, spelling, reading, writing (with a visual prompt) and handwriting.

Where necessary, an offline version can be made available.

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?

After the first day, we then move over to our full offer for Remote Learning.

We teach the same curriculum remotely as we do in school as much as is possible and appropriate. However, we will sometimes need to make some adaptations in some subjects. For example, in our Science lessons, we are mindful that resources available to pupils at home will not be the same as those in school, so these lessons may involve less experimentation or be planned around materials and equipment that are readily available in the home.

In all classes, the daily content of our Remote Learning Maths and English curriculum is broadly the same curriculum as children receive in school, using structures and resources that the children are already familiar with, including resources and learning activities from Spelling Shed, Letters and Sounds (for phonics) and White Rose Maths.

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:

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| <p>EYFS</p> <p>Appropriate learning will be set for your child via Tapestry.</p> | <p>A minimum of three hours a day. This includes:</p> <p>Maths - daily A daily lesson based on White Rose Maths including video outlining the learning for the session</p> <p>Literacy - daily Letters and Sounds phonics delivered via video link from DfE site A daily handwriting activity linked to the day's phonic session A daily reading or writing activity Reading from phonically decodable books appropriate to your child's phonics phase available from their Big Cat login</p> <p>Topic Activities related to this term's topic lessons will be posted daily, covering the variety of subjects that we teach every term. These may be supported by a video if appropriate.</p> |
| <p>Key Stage 1</p> <p>Appropriate learning will be set for your child via Seesaw.</p> | <p>A minimum of three hours a day. This includes:</p> <p>Maths - daily A daily lesson based on White Rose Maths including video outlining the learning for the session Answers will be uploaded for honesty marking</p> <p>English - daily Phonics – a lesson following Phonics Play and linking to the phonics delivered via a video from DfE Letters and Sounds site A daily reading or writing activity Reading from phonically decodable books appropriate to your child's phonics phase available from their Big Cat login</p> <p>Topic - daily Activities related to this term's topic lessons will be posted daily, covering the variety of subjects that we teach every term. These may be supported by a video if appropriate.</p> |
| <p>Key Stage 2</p> <p>Appropriate learning will be set for your child via Google Classroom.</p> | <p>A minimum of four hours a day. This includes:</p> <p>Maths - daily A daily lesson based on White Rose Maths including video outlining the learning for the session Answers will be uploaded for honesty marking</p> <p>English – over the week At least 1 reading comprehension activity. At least 4 other English tasks using a variety of writing skills and styles Daily spelling, punctuation or grammar activities</p> <p>Topic – daily Activities related to this term's topic lessons will be posted daily, covering the variety of subjects that we teach every term. These may be supported by a video if appropriate.</p> |

Accessing remote education

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

Our children in EYFS access the Remote Learning provision through Tapestry. This is an online app familiar to parents and carers, already being used previously for regular communication with parents and assessment in EYFS.

In Key Stages One Remote Learning is accessed through Seesaw and in Key Stage Two it is accessed through Google Classroom.

When this is accessed through the Wonde dashboard via the CHILD LOGIN button on the homepage, children (and parents) then have full access to all of our online learning packages including Timestables Rockstars, Numbots, Sumdog, Spelling Shed and other apps. Children are also directed to suitable PE and wellbeing activities online.

All of these platforms are reciprocal learning platforms where comments, documents, images and video clips can be shared securely by parents, children and staff. This enables regular communication and feedback.

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:

Best endeavours will be made to support families in accessing learning online, through the loaning of devices, supporting with acquiring an increase in data, supporting with their current technology products. We gather information through surveys and parents are always able to contact the school on 01209 890230 or hello@mounthawke.org

Where children are unable to access online materials, paper copies will be provided for our children. Arrangements will be made for collection and submission of work either through postal deliveries or allocated location and times.

How will my child be taught remotely?

Learning tasks will not need to be completed on a set worksheet or format. We recognise that children accessing remote learning from home will need to use what is available to them in the home. Children may evidence their learning in a range of ways, such as on a spare piece of paper, in a workbook or on a print-out. These can be photographed and uploaded. They may also upload video or audio of themselves talking about what they know. Exercise books are always available to be collected from school.

We use a combination of the following approaches to teach pupils remotely (See above for more detail for the different age groups):

Teachers upload lesson plans, worksheets, extracts from texts, videos of themselves modelling aspects of the lesson.

Recorded teaching from providers such as Oak National Academy and White Rose Maths are used.

Feedback is given via voice messages, written feedback.

Voice messages and videos are used to explain concepts.

Printed paper packs and White Rose Maths workbooks for those without internet access.

In addition, all pupils will also have access to the following:

- Weekly live wellbeing meetings with their class teacher
- Suggested additional activities for wellbeing, screen free time
- Ad hoc messages from their teacher in their eclassroom
- Celebrations with Praise Postcards and Certificates
- Curriculum enrichment activities such as competitions

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?

It is an expectation that all children access the planned remote learning curriculum.

Teachers will be monitoring this closely to ensure children are completing the tasks set and will be able to see when a pupil needs further support or challenge.

Where engagement is not at the expected level, staff will contact parents and carers to offer support or possible solutions to any barriers. They will help parents and children to establish a daily routine/ timetable.

We believe this will help to ensure progress is maintained and that pupils will stay engaged in their learning, through high quality provision that places equal emphasis on both academic and physical and mental wellbeing.

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

Staff check completion of tasks daily, providing feedback through written or audio comments or video responses.

If at the mid-week point, it becomes apparent a child may not be engaging, staff will contact parents to discuss the situation and offer support.

We recognise that each child and family may experience unique and different circumstances from day to day and week to week during this period. There may be times when it is not possible or appropriate for a child to follow the Remote Learning programme due to illness or extenuating circumstances. Where this is the case, we expect parents to let us know so we can adjust expectations and provision accordingly.

Where there is continued disengagement, a member of the Senior Leadership team will make contact with parents/ carers and agree next steps.

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:

All 'handed-in' learning will be given feedback e.g. given 100 points (Google Classroom), positive comment/ next step and will be 'returned'.

- Feedback comments may be written or by audio recording, or the teacher may produce a video response.
- Some class-wide feedback will be addressed through start of the day/ week feedback sessions, addressing misconceptions and celebrating success. This is a powerful way to share examples of the children's work with their peers.
- Feedback is completed regularly and may not be within the school working day or on the day the work was submitted.
- In addition, achievements will be recognised and celebrated through award certificates announced through our eclassrooms and noted through our Social media channels.

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:

Online Learning will be set at an appropriate level for your child, as it would be if they were accessing their learning in the classroom.

- Teachers and support staff will plan daily learning content to meet your child's individual needs, providing support through video content and/ or feedback.
- Our team are available to talk through any concerns and to review provision on a regular basis. We will remain in regular contact with you through the usual lines of communication. Our school office will be contactable via 01209 890230 or via email: hello@mounthawke.org
- Our Inclusion Team will make arrangements for additional support from other agencies to continue during this period, 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?

It is the responsibility of parents and carers to inform school at the earliest opportunity if a household member has symptoms and are awaiting a test. Meanwhile, the household will begin to self-isolate.

Where a child shows symptoms in school, we will contact parents/ carers and the self-isolation period will commence.

If the child is well enough to take part in learning, they have immediate access to all of our online learning packages through their Wonde login. This, and their usual home-school reading book, provide an immediate opportunity for them to continue their learning for the first day/ part day of self-isolation.

The next step is the school sending out an Arbor message from the class teacher to alert the parent/ carer that learning materials have been uploaded to the child's eclassroom. These instantly available activities will be basic skills work that would be relevant at any stage of the year i.e. arithmetic, spelling, reading, writing (with a visual prompt) and handwriting.

After the first few days, we then move over to our full offer for Remote Learning, following curriculum content similar to lessons being covered in class.