



At Hambledon Primary School we recognise that Remote Learning will not look the same for each of our families.

We know that their circumstances will differ greatly, whether it be their own working situation (and therefore their ability to support their children), access to technology/printers etc. or any number of other variables in these challenging times.

Therefore, in recognising this, we know that we need to ensure that our provision meets the needs of ALL of our children and families. With this in mind, we conducted a Remote Learning survey to better understand each of our families' circumstances, giving them the opportunity to share with us any specific needs or issues.

Using this feedback we have developed a blended approach, to ensure that all of our children receive access to Remote Learning immediately, and that this is aligned as closely as possible to our curriculum.

The information that follows is intended to provide clarity and transparency to children and parents/carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

Remote learning will be delivered using the schools online learning platform '**Google Classroom**'.

The remote curriculum: What is taught to pupils at home

What should my child expect, from immediate remote education, in the first day or two of them/all pupils in their bubble being sent home?

A pupil's first few days 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 for an individual or a bubble. Pre-prepared work packs will be uploaded to the platform so that there is no interruption to pupil's learning.

At Hambledon Primary we teach the same curriculum remotely as we do in school.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

The DfE states that for:

Primary school-aged pupils

"When teaching pupils remotely, we expect schools to:

- *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- *set work that is of equivalent length to the core teaching pupils would receive in school: Primary: 3 hours a day, on average, for Key Stage 1 and 4 hours for Key Stage 2 pupils."*

3 or 4 hours of remote education does not mean all online and direct teaching - high quality independent work is included within these timescales. If parents are struggling to meet this guidance please contact the school to discuss how we can support.

Accessing remote education

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

The Google classroom platform can be accessed via the following link.

classroom.google.com

Each child has been provided with log-in details and a 'how to log on' instruction video. Both are available again upon request from the school office.

If my child does not have digital or online access at home, how will you support them to access remote education?

We fully recognise that some children/families may not have suitable online access at home.

Using the information gleaned from our Remote Learning Survey, we take the following approaches to support these children to access remote education:

Printed copies of work can be collected from the school office.

We have a small number of laptops that we will make available to support identified children (these will remain the property of Hambledon Primary School) to access remote learning.

Information has been/will be communicated directly to those identified as eligible or upon request.

How will my child be taught remotely?

Using our school website as a portal, teachers provide a bespoke set of learning for the children in their class that is directly aligned with the Year Group curriculum. Lessons are provided which cater specifically for our children and their differing needs and abilities, with clear instruction/direction provided.

As part of this bespoke provision, teachers may use a combination of any of the following approaches to teach pupils remotely:

- online instruction via 'Google Meet'
- Powerpoint presentations
- instructional guides/plans
- recorded teaching (e.g. Oak National Academy lessons, BBC links, video/audio recordings made by teachers)
- other 'live' learning (this may include: staff recorded presentations, links to online presentations and/or recordings, such as Oak Academy or BBC Bitesize online lessons, as well as some live lessons - however we are very aware that this is not necessarily the most effective way to teach all of our children)
- textbooks and reading books pupils have at home, or that are sent home to support learning
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences - e.g. Spellingshed & TT Rockstars (Times tables)
- printed work, produced by teachers (e.g. workbooks, worksheets), for identified children

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?

Staff will expect pupils learning remotely to:

- Be contactable at some point throughout the school day – although we acknowledge that they may not always be in front of a device the entire time.
- Make their best efforts to complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they are not able to complete work.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work (for school records).
- Seek help from the school if they need it, including informing staff/school if they are unable to access 'remote learning provision'.

- Be respectful when asking questions and/or making any complaints or concerns known to staff.

Please also refer to the Home School Agreement contract that you and your child signed when you started at Hambledon Primary School.

All online platforms provided to children at this time are monitored by the school and inappropriate behaviour will be dealt with in accordance with the relevant policies.

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

Each teacher, alongside their provision of learning materials on the website, provides a clear expectation of how and when work should be submitted.

Further to this, teachers will hold regular Google Meet calls with the children in their class during any isolation period allowing them to monitor any issues and address them directly (as appropriate).

This will usually consist of '*orientation*' calls at the start of a morning, establishing that children are ok, sharing information and explaining any work set. This will then be followed up by '*catch-up*' calls, which will happen as required (but usually around lunch) and focus on addressing any issues, misconceptions and provide opportunities for participants to ask questions. Finally, a '*reflective*' call at the end of a day will enable staff and children to reflect on the learning during that period, share examples and discuss what is next.

Part of the nature of these calls is to monitor engagement and identify any concerns about children's well-being/welfare.

Where there are any concerns, teachers will contact the parents directly by phone to establish whether everything is ok and how they can help to ensure that the child accesses remote learning successfully. Further concerns would be passed to the school's leadership team to investigate.

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. Verbal feedback during the day via Google Meet or pre-recorded verbal feedback will also be offered.

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 have worked with these parents and carers to support these pupils in the following ways:

- Initial communication to determine the best way to support each family
- Identification of each families preferred method of receiving remote learning (online, hard copy or a hybrid of the two)
- Weekly (or more frequently if required) catch-up contact to ensure engagement and interaction and to offer any required support
- Provision of materials specifically tailored to the needs of the individual child/ren (this could be workbooks, video/audio instructions, printed packs, loan of a laptop etc.)

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remain 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. These pupils will be given full access to the learning and activities that they would have done, had they attended class. These will be uploaded to the Google Classroom Portal to be completed one day after the rest of the class. Class teachers will endeavour to upload high quality videos to explain new learning to these pupils, but will not be able to offer a daily Google meet. Class teachers will still maintain contact with these pupils on a regular basis.