



HARROWBARROW SCHOOL

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?

Class teachers will set the following work using Google Classroom:

- Daily White Rose Maths Hub lessons, including video lesson, Powerpoint and worksheet activities.
- Daily literacy lesson from the following menu:
 - Read Write Inc speed sounds video and follow up tasks.
 - Pie Corbett Talk for Writing unit of work, including video and resource links
 - Oak National Academy video lesson and follow up activities.
- Weekly topic based learning tasks that teach broader curriculum subjects such as science, art and geography. Teachers will post lessons from different sources, which may include the following:
 - BBC Bitesize
 - Oak National Academy

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 maths and literacy curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, literacy lessons utilise commercially available content, including videos, which vary slightly from the personalised delivery the teacher would give in school.

Outside of maths and English learning, we may alter the curriculum schedule for subjects such as science, history and design technology, in order to utilise online content, which is accessible remotely and requires fewer resources than would be used 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?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 1	Minimum of 3hrs per day
Key Stage 2	Minimum of 4hrs per day

Remote learning can require a significant amount of screen time, so we recommend parents and carers break up the sessions with physical breaks to maintain pupil wellbeing.

Accessing remote education

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

Most children will access remotely learning using their Google Classroom account. For children in the Early Years Foundation Stage and Year 1 (Class 1), they can continue to follow work set by the class teacher on Tapestry.

Through their Google Classroom account, pupils will also have the opportunity to engage in face-to-face video conferences through Google Meet. This will only be an option when whole cohorts have to learn remotely.

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:

The school has received 11 laptops through the Department for Education. Where children are in receipt of Free School Meals and have a need for this resource, they have been issued one to use at home. Where eligible children are attending school-based provision, but are able to access laptops in school, the devices have been distributed more widely to others known to require them. So far, all families who have requested a laptop have received one.

If further parents and carers have difficulties supporting remote learning due to poor internet access or a lack of suitable digital devices, they are requested to notify the headteacher: head@harrowbarrow.cornwall.sch.uk

Where parents and carers, due online access difficulties or limited home printing capability, require printed material they should request remote learning packs from their child's class teacher. Each Monday morning, remote learning packs for the week will be available to collect from the box outside reception.

Pupils can either submit work through Google Classroom or return completed printed work packs to school.

How will my child be taught remotely?

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

Teaching remotely has to be flexible, in response to the different circumstances in which it is required. For example, during school closures, teachers may need to balance teaching critical workers children and vulnerable pupils at school whilst supporting remote learners at the same time. Teachers will employ some of the following approaches to remote teaching, depending on the circumstances, which have led to children having to learn remotely:

- short live teaching sessions (online lessons). These will not be full lessons as supplementary video material is provided
- recorded teaching (e.g. Oak National Academy lessons, Read Write Inc videos and White Rose Maths Hub videos)
- printed paper packs produced by teachers (e.g. commercial worksheets)
- online reading books (e-books) pupils have access to from home
- worksheets posted on Google Classroom, some of which can be completed and posted back to the teacher
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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?

We expect all pupils to engage in daily remote learning, completing the tasks set by the teacher. Where possible, parents and carers should support their children's learning and establish remote learning routines, which reflect the usual school day.

However, the school recognises the challenges many families will face, where one or more parent/carer is trying to work from home at the same time. This may be a particular challenge for parents/carers of more dependent or younger children. Where families need to adjust their routine to find a balance, this approach is supported. The school will not judge parents who have to adopt a more flexible approach.

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

Daily Google Meet sessions with pupils will enable teachers to judge levels of engagement within their class. Pupils will be asked to share their work, through the 'turn in' feature, where possible e.g. photographing a PDF worksheet or uploading a Google Doc.

Where engagement is a concern the class teacher will contact the parents/carers to find out whether there is a difficulty and identify what support the school can offer.

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:

Feedback will vary according to the age of the children and the nature of the lesson. Different methods will include the following:

- Short quizzes to assess the impact of learning and pupil understanding of content covered.
- Verbal feedback during video conferences.
- Recorded work, submitted back to the teacher on request.
- Written comments using the 'chat' feature on Google Classroom or in response to work submitted.

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:

Remote learning is differentiated to accommodate the needs and ages of the children. For children with additional needs, the class teacher will adapt remote learning provision to ensure that it is accessible to the pupil and can be supported by the parent/carer. Where possible, children with EHCPs should attend school-based provision where support will reflect their normal provision.

Any parent or care that has trouble with remote learning for a child with additional needs should contact the headteacher and SENCO: head@harrowbarrow.cornwall.sch.uk

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?

The nature and content of remote learning for pupils who are self-isolating will be very similar to the remote learning offer for whole cohorts. However, due to teacher availability, live-streamed sessions will not be available and feedback will be limited to messaging and uploading work through Google Classrooms. The class teacher will respond to pupil communications by the end of each school day.