



Hemingford Grey SCHOOL

Hemingford Grey Remote Learning Information for Parents/Carers

Date policy was last reviewed and approved:	November 2024
Date Policy is due for review:	November 2025

Remote education provision: information for parents/carers

Attendance is mandatory for all pupils of compulsory school age. Schools should consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government
- occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with an infectious illness

In these circumstances pupils should have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.

The remote curriculum:

We use a remote platform across the school from years 1-6 called Seesaw.

We teach the same broad curriculum remotely as we do in school wherever possible and appropriate. A timetable will be available on Seesaw so that parents and children have a structure to work from when home learning.

A child'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, enabling teachers time to consider how to transfer lessons onto Seesaw.

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

- Teachers will engage with pupils via Seesaw to welcome the children to remote learning and begin setting tasks for Maths and English.
- Teachers will also be responsible for the learning and care of the children of Critical Workers and vulnerable children who continue to attend school.
- The children learning in school will access the same learning as the children at home, which will be delivered via Seesaw.

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?

As stated above, we teach the same broad curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, lessons that would use concrete resources and manipulates to support learning may reference pictorial resources as an alternative.

Remote teaching and study time each day

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

In line with government guidelines, we expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Primary school aged pupils- Good practice is considered to be:	<ul style="list-style-type: none">• 3 hours a day on average across the cohort for key stage 1, with less for younger children• 4 hours a day for key stage 2
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Accessing remote education

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

At Hemingford Grey Primary School, we use Seesaw as our Home and Remote Learning platform.

Seesaw is an online app-based platform that provides a safe online space to share and comment on work. It is managed by teachers and all work / comments must be approved by teachers before it is posted to make sure that it remains safe and appropriate. Each child will have a Seesaw login linked to their class and/or subject groups, and parents will have a family login to keep track of their child's work and to view announcements.

Seesaw enables the sharing of video, voice recordings, images and messages. This platform means teachers can share video clips of teaching strategies, model expectations, set activities and feedback to pupils on their learning. Children can also respond to work set, uploading videos, messages, voice recordings and images to their teachers. If they prefer, children can work on paper and upload a photograph of their work. The teacher approves work so that it can appear in your child's journal.

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:

- Parents will be requested to inform school if devices or internet connection is required for remote learning.
- The school will hold a limited number of devices that it can lend to families which will be issued with a user agreement.
- If families do not have access to technology, do not have internet access and do not feel confident in managing remote learning, paper work packs can be arranged on case-by-case basis which will be provide weekly.
- Work can be collected from a school pick-up point or arrangements made for delivery. Work can be returned to a school drop-off point and telephone feedback conversations arranged with the class teacher, again on a case-by-case basis and in line with safeguarding procedures.

How will my child be taught remotely?

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

- Video, audio recordings and/or a narrated slide show by Class Teachers or Teaching Assistants to provide frequent and clear explanations of new content. (In line, with other local primary schools, we will use pre-recorded video and not 'live' video. This enables parents and carers to more easily access the learning to the timescales that best suit their own management of home learning and sharing of devices of siblings.)
- Links to external providers of teaching videos such as the Oak National Academy lessons, BBC Bitesize, Jane Considine Live, Phonics Play, Busy Things and White Rose Maths to support the teaching of specific subjects or areas.
- A mix of screen-based and off-screen tasks will be set.
- A research project following a line of enquiry as in the "Big Question" approach in KS2 or the theme approach in KS1 where children will follow a sequence of lessons based on a specific theme (for example Hot and Cold) where they will also learn more about a Key Influencer.
- Foundation Stage children will be provided with weekly home learning packs with a range of creative activities and learning ideas as well as a scrap book with a project letter for them to complete.
- The tasks will follow our normal curriculum sequence that is delivered in-class. When planning learning, teachers will be considering how to transfer lessons onto Seesaw when it is needed.

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 understand there will be circumstances where children are unable to complete all the tasks. Teaching one's own children at home is a uniquely difficult task. We would like families to complete what you are able to.
- We do, however, need to remain in contact with ALL our families during any need for remote learning and checking Seesaw for interaction and engagement is the best way for us as a school to check that our families are safe and well.

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

Teachers will monitor Seesaw engagement and families with no engagement will be called each week: this is to check that everyone is well and safe, NOT to chase missing work. These phone calls will enable Safeguarding Leads to keep an overview and follow up on any concerns as quickly as possible.

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:

Teachers or Teaching Assistants will approve work daily, providing valuable feedback to their pupils which may be a written comment, audio feedback or a video clip to address a misconception. It will not be possible to comment on all pieces of work – sometimes, a 'like' or an 'approve' will be more appropriate.

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), and younger children (those in reception and year 1) 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:

Pupils with SEND:

- School will work closely with individual families to ensure that the remote learning package is appropriate for any children with SEND needs. Reasonable adaptations to remote learning will be made to ensure that it is accessible for pupils
- The SENDCO and class teachers will keep in regular contact with families to ensure that lines of communication are open and discussions around the remote learning provision can take place.
- All children and young people on roll at schools or settings who have an Education, Health and Care plan are defined as eligible to attend onsite. For those families that decide to keep their children at home, school will work closely with the child's parents to ensure a more detailed remote learning plan is produced in order to respond to the individual child's needs and targets detailed in their EHCP. Where possible alternative ways in which outcomes can be met and provision can be delivered will be discussed.

Daily phonics videos will be available on Seesaw for Year 1 and Reception and we strongly encourage parents to read on a daily basis with their children.

Year 1:

Year 1 pupils will be supported through the use of video and audio recordings and reference to pictorial representations, ensuring that learning is broken up into small, simple steps. Where appropriate, learning is modelled with concrete resources that can be easily found at home. Overlearning through repetition is used to embed concepts.

Reception:

We will have a teacher contactable from 8.30am-4pm each day, to support any families who need it. We have a general daily post that they can comment on, they can send individual messages as well as being able to speak to us directly on the phone or in a virtual meeting. The parents have the opportunity to feed back at the end of each week on the amount of learning being provided, the range available, what has worked well and what hasn't. We then use this to support our planning for the following week. See above with regards to weekly home learning packs being provided.

Keeping in touch with pupils who are not in school and their parents:

- Staff can keep in touch with children and parents through Seesaw between the hours of 8.30pm to 4.00pm or via emails sent to office@hemingfordgrey.cambs.sch.uk.
- Children who are more vulnerable will receive a phone call once a week from the leadership team.
- Children who have 1:1 Teaching Assistants will have contact with them daily. The SENDCO and class teacher will also be in regular contact.
- For any concerns surrounding your child's wellbeing please contact Mrs. Parker via email mparker@hemingfordgrey.cambs.sch.uk