



PATHFINDER  
SCHOOLS  
Inspiring greatness

This document is for pupils, parents or carers. Its purpose is to share information about how we will provide remote education during periods of school closure or pupil isolation relating to coronavirus (COVID-19)..

# Remote Learning Information for Parents

Hawthorn Community  
Primary School

Pathfinder Schools

---

## **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 if 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?**

Children will be provided with home learning materials alongside their home learning book (this should already be at home for homework completion). In the case of a child not being able to access online material, a selection of basic skills worksheets will be provided to begin with suitable for each year group.

#### **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?**

If the school is closed during a national lockdown or due to tier restrictions, the children will be provided with the same curriculum for remote learning as those children who are in school due to being a child of a critical worker.

### **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:

Primary school-aged pupils:	EYFS/KS1 – minimum is 3 hours  KS2 – minimum is 4 hours
-----------------------------	---

This is the expected amount of time the children should be taking part in their learning. We will use a range of approaches for the children to have the minimum number of hours of learning provided.

**Teaching videos:**

These will be pre-recorded lessons by a teacher within the phase or a “live” session with the teacher during the day.

They will also be provided with links to other teaching lessons provided by Oak National Academy and White Rose Maths.

**Reading:**

Children will use books within their homes as well as have access to Oxford Owl, Read Theory, Phonics Play and videos and storyline online.

**Online apps:**

Children will be encouraged to complete tasks on apps which the school has access to: Purple Mash, Spelling shed, Numbots, TTRockstars.

**Independent follow-up activities:**

Children will be set independent tasks to complete after they have had some directed learning – through any of the teaching videos above.

**Online Resources:**

There will be other online links to support the learning being provided: Joe Wicks, Cosmic Kids, CBBC website, Draw with Rob tutorials, Go Noodle.

In addition to this, teachers will also direct the children to programmes being broadcast on CBBC which have relevance to their learning.

## Accessing remote education

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

Pathfinder Schools have created their online classroom in **Microsoft Teams**. This will be used alongside **Class Dojo**. These platforms provide a secure learning environment for the children to access the teacher input being provided, the activities being set and the contact with their teacher and class.

### 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:

SIM cards to extend mobile data are available in the office. Parents will need to contact the office if this is required to discuss the process to have access to one.

If there is no digital device within the house (smart phone, tablet, laptop, desktop computer etc), parents are encouraged to contact the office if their child is in year 3, 4, 5 or 6.

### How will my child be taught remotely?

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

- Children will be provided with a weekly time table of tasks.
- Children will be expected to login to **Microsoft Teams** and attend two "Live" sessions per day with their teacher.
- Pre-recorded videos by the children's teachers will be provided (this will be a teacher of your child's phase).
- Use of Oak National Academy and White Rose Maths teaching videos may be included.
- Commercially available websites will be used to support teaching 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?

- Pupils are expected to log in each day to access their learning. They should complete as many tasks as they can.
- It is important that your child maintains their normal routine for a school day and it might be helpful to set a daily schedule to help keep everyone on track.
- Make sure that they have all of the equipment they need to start their learning and that their device is charged and connected to the wifi.
- Try and make sure they have a quiet place for their work. We know this is not always easy in a busy home.
- Help your child to log in and support them in accessing the learning, if they need any help.
- Don't feel that you have to teach your child, but do try to help them understand the content.
- Make sure you check in on them regularly and ensure they take breaks.
- Check that completed work has been uploaded to their online learning space.
- If present, parents should be a quiet observer during live sessions.

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

A member of staff will track who has accessed their online learning on a daily basis. If a child is not engaging with their learning, a member of staff will call the parents to discuss obstacles and supports.

### 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:

A member of staff will access completed work through Class Dojo and provide written feedback when necessary.

## **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:

- Where appropriate, outside agencies will meet children face-to-face if the child is in school.
- Where children would normally receive additional support from SEND agencies, the SENCO will make arrangements for those to continue via Teams, Zoom or other online streaming services.
- EYFS will not be pre-recording lessons. They will use Read Write Inc. phonics videos alongside 3 live sessions. These will involve meet and greets as well as inputs via Microsoft Teams.

## **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?**

- If school is open and a child is isolating, we teach a different curriculum remotely to that which we teach in school. For example, the children will be provided with links to online pre-recorded sessions using Oak Academy. These sessions cover the same skills which are being covered in school.
- The school office will monitor access to the blended learning resources and will send parents a reminder text about where to access the blended learning resources.
- Children will be expected to post their work on Class Dojo at the end of each day of isolation.