



Remote Learning at Alsager Highfields Community Primary School. 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?

When your child is working from home, their crucial source of information is their class page on the school website www.alsagerhighfields.com. Each class has their own page and a section devoted to 'Remote Learning' within that. All the work is clearly set out for them. This is continually updated and added to by class teachers. For those pupils who struggle to access the internet or who need printed copies of the work, they should inform school and we will provide printed copies of the work if required. Pupils are offered stationary / exercise books in which to complete their work, either taking them home or collecting them from school.

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 curriculum remotely as we do in school wherever possible and appropriate. Remote learning will follow the curriculum sequence where possible and be of high quality to support pupils gain the knowledge, understanding and skills required. However, some adaptations are made in some subjects. For example, practical lessons for PE, music, technology and science will be adapted.

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 learning (including classwork, homework, independent work and reading) will take pupils broadly the same number of hours each day as if they were in school. We are following government guidance which states;

- For Key Stage 1: an average of 3 hours per day across the cohort, with less for younger children
- For Key Stage 2: 4 hours per day.

We also encourage pupils to have breaks from their work during the day, as they would in school. Physical and mental well-being are very important during this time.

Accessing remote education

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

The main area to access work is on the individual class pages on the school website www.alsagerhighfields.com This is continually updated and added to by class teachers.

In addition, daily live 'tutorials' are delivered to all pupils by their class teacher through Zoom / Microsoft Teams. These are also treated as a register for the class. These tutorials are for the teacher to outline the learning for the day ahead or review learning from the previous day (depending on the time of the tutorial) provide support and answer any questions the children might have about their work.

For those pupils who need additional support with their work, we deliver bespoke small group or individualised live tutorials through Zoom/Microsoft Teams. These are delivered by a combination of qualified teachers and Higher Level Teaching Assistants. The children involved receive individual invites for this.

Clear protocols are in place for both staff and pupils for all live tutorial sessions.

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 have taken the following approaches to support those pupils and their families to ensure they can access remote education.

- All parents / carers are invited to contact the school if they have access issues. This might include limited access to a device which allows them to access the school's website or participate in the daily live tutorials with their teacher. Internet access such as data limitations may also create a barrier. Similarly, if there are several people in household sharing a device, this can also make it difficult for pupils to access and engage in our remote learning offer. All parents / carers know if they have any of these issues, they are to contact Mrs Henshall Assistant Headteacher on senco@alsagerhighfields.cheshire.sch.uk or phone the school. We may be able to provide a device which can be borrowed or a 'dongle' to help with internet access. So far we have issued 14 of these devices / 'dongles' to pupils. We have been allocated a further 22 by the Department for Education and sourced a further 15 ourselves. These will be distributed as soon as they arrive in school.
- If pupils or parents / carers are having technical issues in accessing the school website or daily tutorials, again they know to contact Mrs Henshall.
- Some pupils still require hard copies of work due to specific needs or issues. These are provided weekly and either delivered to homes or collected from the school reception. This work may be adapted to suit specific needs but will still follow the same curriculum content as the pupils would have followed if they were in school.
- For some pupils remote learning at home can be difficult. Parents / carers know to contact Mrs Henshall for support in this instance. Pupils will be offered the opportunity to work in school, in the event that despite everyone's best efforts, they are still unable to access or engage in remote learning at home.
- Through all the approaches above, we expect that all pupils are able to access our remote learning provision.
- Pupil's work is submitted to their teacher on a weekly basis through the class e mail address. This is marked and they receive feedback on a weekly and fortnightly basis.

How will my child be taught remotely?

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

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- Daily live tutorials for all pupils (using Zoom/Microsoft Teams)
- Additional regular live tutorials for identified pupils (using Zoom/Microsoft Teams).
- Activities, resources and materials created by staff and placed on each class page on the school website under 'Remote Learning'.
- Recorded teaching (e.g. Oak National Academy lessons, BBC and video/audio recordings made by teachers).
- Printed paper packs produced by teachers (e.g. workbooks, worksheets).
- Workbooks and reading books which the pupils have at home.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips (eg. White Rose Maths).
- Commercially available curriculum support packages which the school has purchased (eg. Bedrock, Purple Mash, Spelling Shed, Rock Starz Times Tables etc).
- Project work and/or internet research activities.

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?

During periods of remote education, we expect all pupils to fully engage in the full curriculum remotely

- Daily maths, English and a foundation subject content.
- Reception, Year 1 and Year 2 will complete a daily phonics activity.
- This is supported by our reading expectations of at least 4 times per week, which is recorded by parents / carers as normal.
- Regular additional activities running throughout the week using the various packages we use in school to support the curriculum (eg. Bedrock comprehension / vocabulary activities, Rock Starz Times tables, Purple Mash, Spelling Shed etc)
- Parents / carers must understand that engagement in remote learning is compulsory.
- We expect parents / carers to ensure their child attends the daily live tutorial and any other live support tutorials they are invited to.
- Parents / carers should ensure that their child has a consistent daily routine when it comes to remote learning. This involves having access to a suitable space, which is a calm and quiet learning environment, ideally with a table / desk and chair. Ensuring they have the correct learning resources they need such as books, pens, paper. All parents / carers know they can contact school should they need any of these learning resources.
- All parents / carers know to contact the class teacher if their child is having difficulty in accessing the work. Similarly, they know to contact Mrs Henshall if their child is struggling to engage with remote learning on a general level.

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

Pupil attendance is monitored and recorded on a daily basis by the class teacher in the live tutorials. All staff submit a weekly attendance record to Mrs Henshall. Any concerns about attendance are dealt with by Mrs Henshall and our Family Liaison Officer. Parents / Carers are contacted immediately and support offered and clear actions put in place.

Where attendance or engagement in remote learning remains an ongoing concern, pupils are invited to come into school.

We celebrate and praise good work and achievements in remote learning through 'Highfields Stars From Afar'. These achievements are posted on our website and social media feeds.

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:

- Pupils will receive feedback on their English and foundation subject work from their teacher on a weekly basis. For maths, this is done instantaneously through the White Rose programme and fortnightly from their teacher. For the other curriculum support on line packages we use (eg. Rock Starz Times tables, Spelling Shed, Bedrock, Purple Mash etc, the feedback is immediate)
- More frequent, informal assessment will also be used to help staff and pupils identify strengths and gaps in learning. These include low stakes quizzes, whole class feedback, questioning and checking pupils understanding during the daily tutorials. This may lead to additional support live tutorials with a member of staff.

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:

Teachers, as always, are responsible for providing work for all pupils and will differentiate according to each students' needs, as they would in the classroom (Quality First Teaching).

In addition, the school will work collaboratively with families, ensuring that reasonable adjustments are made as required, so that pupils with SEN can successfully access remote learning alongside their peers. This includes;

- Bespoke live tutorial sessions for individuals / small groups with a member of staff
- Regular 'check-ins' by school if required.
- Invited in to attend face to face sessions in school (many of our pupils with particular needs are in school anyway and therefore receiving the face to face support and teaching they need)
- Support from external agencies for all our children with additional needs is continuing as normal.

How we work with families to deliver remote education for younger pupils, for example those in Reception and Year 1?

- Reception and Year 1 classes also receive the daily live sessions. These are really important in developing social skills and supporting mental wellbeing
- Learning in EYFS is through planned experiences and play with a focus on communication and language, PSED and physical needs as well as developing skills in phonics and reading, vocabulary development and maths. Each week the activities set are based upon a topic or a story which allows the children to engage through physical, practical activities as well as using and developing their imagination and communication through play. Fine and gross motor skills are developed through planned activities like baking, cutting, making etc. Maths follows the 'White Rose' programme which provides a short video which introduce/revise a concept followed by practical activities to explore the ideas further using concrete materials. Reading and phonics continues to be supported by Read Write Inc videos and activities with segmenting and blending to build reading skills.

- Year 1 will focus on supporting learning across the national curriculum areas with daily reading, writing and maths activities to develop knowledge and understanding along with confidence. Daily Read Write Inc sessions continue on the Ruth Miskin site and access to daily reading on the Oxford Owl site. White Rose is used to teach maths using a range of videos and practical activities to develop fluency and problem solving skills. Foundation subjects such as science, art and history are taught using a combination of interactive resources and practical activities to develop knowledge and understanding. All parents are able to communicate daily with teachers via the live tutorial and email.

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 remote education offered in this instance will be identical to the above but without the daily live tutorial (as the teacher will be teaching their class – unless the whole class is isolating, in which the daily tutorial will take place). They should continue to access all their remote learning via their class page on the website.