

Remote Education Provision

The information in this document is intended to provide clarity and transparency to staff, 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.

Remote Learning at Hampton Vale Primary Academy

In response to the current disruption within the education sector, schools across the country have been asked to prepare a Remote Learning Plan that will allow a high standard of education to continue for all pupils regardless of the overarching situation.

Remote learning provides an opportunity for students and teachers to remain connected and engaged with the curriculum content while working from their homes.

Remote learning can be arranged into two distinct categories: synchronous and asynchronous approaches. Synchronous approaches are designed around the concept of learning occurring at the same time. Pupils and teachers are directly connected, usually through live teaching, and learn synchronously. Asynchronous approaches are based on the idea that learning occurs at the learners pace. Teachers and pupils do not interact at the same time but complete learning at a time that suits the individual need.

At Hampton Vale, we have created an approach to remote learning that allows interaction to occur between staff and children utilising some synchronous approaches, with the majority of learning being based on an asynchronous format taking the form of pre recorded lesson material and independent activities.

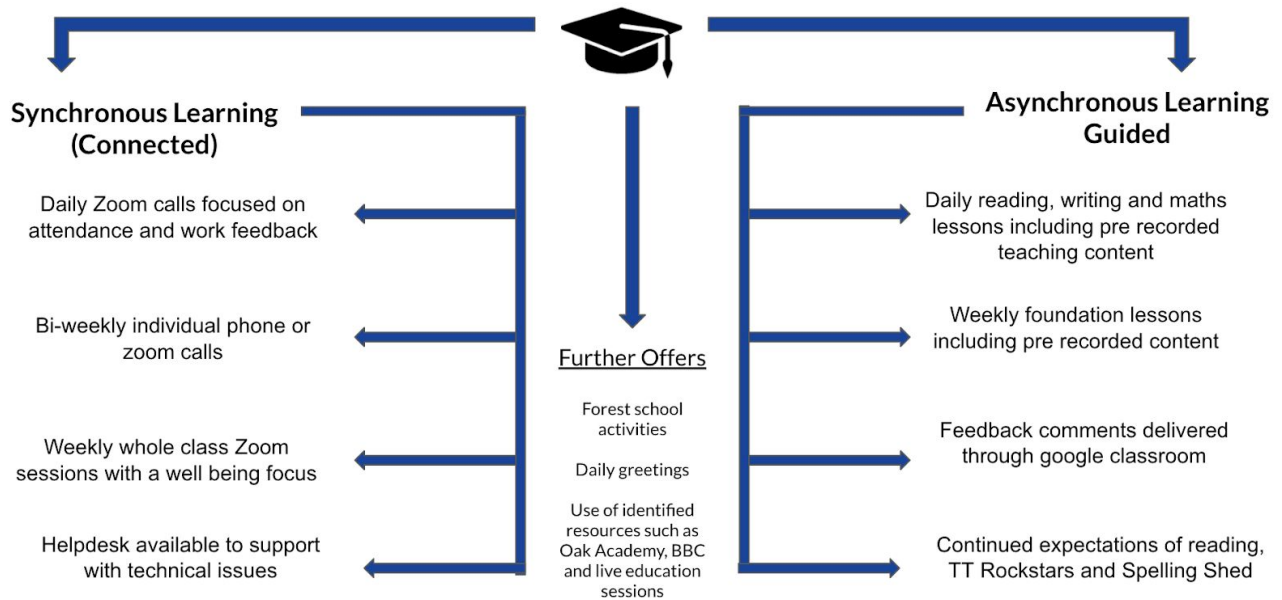
We believe an asynchronous approach supports our children effectively when learning is distanced from the normal classroom environment. The challenge with online learning is the inability to interact directly with children and adapt learning effectively in the moment.

The use of asynchronous approaches allows individuals to learn at a time and pace that suits them, especially when support is limited and access to devices challenging. Succinct, clear videos provide a far better means of communication as learners can pause and re-watch any element that they require. When such content is supported by deliberate practice opportunities and effective feedback and communication between pupils and their teachers, a fuller learning experience can be created when compared to an hour of live teaching or the watching of a recorded live lesson.

By utilising asynchronous approaches supplemented with synchronous opportunities for communicating, we believe our remote learning design is effective and able to meet the demands set out by the DFE.

Our Remote Learning offer

Hampton Vale Offer



Remote learning through Google Classroom in the instance of whole school closures

All children from Reception to Year 6 have access to Google Classroom via a school controlled gmail account. Each child has their own individual account that allows access from any device. These accounts are monitored by the 4C's Multi Academy Trust. All accounts have limited functionality for safeguarding reasons.

Training has been delivered to all school staff on proper usage of the Google Classroom platform. Training will continue to be delivered as remote learning develops and new opportunities arise. The school will look for all opportunities to develop its use of online platforms and will ensure any developed use is incorporated in a safe and practical way.

Children have been trained on how to access and use Google Classroom in preparation for such circumstances. Details have been shared with families and support information has been sent out and can be found on the school website.

In the case of whole school or class closures, remote learning will be delivered through this platform and supported by the school.

What is taught through remote education

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.

In the instance of a whole school or bubble closure, children will be initially directed to prepared work packs and Oak Academy curriculum content. Where possible, home packs will be sent home containing resources that can be used to support remote education.

During the first few days of closure, class teachers will phone all children affected by the closure and explain the process of remote learning. They will ensure access to Google is available and consider any barriers to remote learning with the families directly. This information will be recorded to allow the school to provide devices for all children who require them. Following this short transitional period, remote learning will move onto Google Classroom.

Through Google Classroom we will, as much as possible, teach the same curriculum remotely as we do in school. There may be the need to adapt curriculum content in order to guarantee an effective offer or to meet the needs of a remote platform.

During whole school closures we will continue to teach new material through a combination of recorded video and audio content presented in a lesson format for home use. All subjects will include a combination of new material and retrieval based activities building on foundations built in school

During a single bubble closure, the learning will continue in line with the year groups learning so the children are able to come back at a similar point. This will be modified by class teachers to meet the needs of remote learning.

For more information on class closures and individual isolation, please see the final section.

Remote teaching and study time each day

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

- Foundation Stage: 3 hours per day
- Key Stage 1: 3 hours per day
- Key Stage 2: 4 hours per day

Staff will work with families to support individual circumstances and ensure all children are able to access an appropriate amount of daily learning.

Daily expectations

Children are expected to complete 4 key lessons per day which will be uploaded through the google classroom platform.

Maths x 1 session per day

Writing x 1 session per day

Reading and/or Phonics x 1 session per day

Foundation subject x 1 per day (Science, Humanities, Faith and Belief and PE)

Alongside these subject areas, Forest School and Creative Arts lessons including Art, Music and Dance will also be uploaded throughout the week to ensure a broad and balanced curriculum content is available.

Children will be expected to complete the work set and turn it in before midnight each day where appropriate. The midnight deadline is designed to support the needs and circumstances of all family situations.

In the case that work is not able to be completed by the set time, class teachers will work with the children and/or families to overcome this.

Some aspects of the curriculum will not require work to be submitted where activities are of a more practical nature such as PE. This will be explained within the daily lesson description on Google Classroom.

Work completed will be submitted by the child via their Google Classroom account. This may take the form of a completed Google document or PDF. Children and parents may however choose to work on paper and upload files, photos or videos of completed work. The submission of work will allow effective marking and feedback to be given and inform teachers of next steps.

A weeks Learning

Children are expected to complete 3 or 4 hours of learning each day (key stage dependent). The timetable below details what is expected each day. The learning shown will become live at 12:00 am each day.

There are no set times for children to complete work. This can be organised at home to suit individual needs. Work is however expected to be turned in by midnight each day for marking and feedback to take place.

The standard of work is expected to be in line with normal classroom standards. Due to the barriers of remote learning, teachers and staff will work with children and families to develop expectations of work that are acceptable.

All lessons are designed to allow a high level of independence however we realise the need for support from parents. Staff will support families with remote learning as best they can and come to agreements where specific challenges may arise.

Duration	Monday	Tuesday	Wednesday	Thursday	Friday
15 mins maximum	Attendance Zoom Call	Attendance Zoom Call	Attendance Zoom Call	Attendance Zoom Call / Whole Class Zoom Call	Attendance Zoom Call / Whole Class Zoom Call
30 minutes	Reading lesson	Reading lesson	Reading lesson	Reading lesson	Reading lesson
1 hour	Writing lesson	Writing lesson	Writing lesson	Writing lesson	Writing lesson
1 hour	Maths lesson	Maths lesson	Maths lesson	Maths lesson	Maths lesson
45 minutes	Science lesson	PE - Specialist teachers	Humanities lesson	PE - Specialist teachers	RE / PSHE
45 minutes	Music		Dance	Art	
Additional Learning	Forest School session TT Rockstars Spelling Shed Own reading Oak Academy / BBC sessions for all children				

Lesson Expectations

At this time, all lessons will be prepared and shared through Google Classroom. No live teaching of core subject areas will take place. The use of asynchronous approaches will be reviewed over time.

Lessons will be based on the usual curriculum delivered within the school for most subject areas but may be modified to suit the Google Classroom platform.

Lessons will include information and support materials as well as an application activity for the children to complete. The use of a similar format in all lessons is designed to support the children and families access work effectively.

Where necessary, lessons will be differentiated to meet the needs of the class or pupils. In some cases, separate work will be set where specific needs are identified. This will be communicated through Google Classroom.

Teachers will create and use video and audio formats to model effective processes. Videos and audio will model the key learning expectations and are designed to support children to work independently. Where appropriate, video from other sources such as Oak Academy may be used.

Expectations of Children During Remote Education

Children are expected to complete a minimum of 4 hours work each day.

As a minimum, children should complete the reading, writing and maths lessons each day. Work should be turned in for marking and feedback.

To monitor engagement, all turned in work is recorded on Google Classroom. Teaching staff and SLT members are responsible for monitoring engagement and highlighting children of concern.

We believe a supportive approach is necessary to engage families where times may be more challenging. We want to ensure we share a positive journey together and support families to engage in a positive manner.

Where children do not engage with remote learning, a process of support will be utilised:

Stage 1: Access to remote learning will be checked and any barriers supported by the school.

Stage 2: Class teachers to work with children and families to identify barriers and arrange support.

Stage 3: Phase leaders to work with families and involve inclusion staff as necessary

Stage 4: A letter of support will be sent to try and re-engage families

Stage 5: Other options for remote learning will be offered including CGP curriculum workbooks

Throughout this process, all interactions between home and school will be recorded using Cpoms and actioned as needed.

Additional support for pupils with particular needs

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 children have an additional need, work will be set based on the year group curriculum they are working on. In such instances, the child will receive a combination of lessons that best meet their needs. This work will be returned through the Google Classroom and marked by the class teacher.

In some cases, separate work will be set to meet the needs of the individual child. This will often take the form of identified workbooks for core curriculum areas for children to work through. This work can be returned to school for marking and feedback on a weekly basis

Any child who has been identified as SEND will be monitored weekly by the SENDCo and the Inclusion team. Communication will exist between home and school through phone calls and Zoom where necessary. Communication with identified families will be more frequent to ensure all needs are being met.

As well as supporting additional, we recognise that some children will struggle with levels of available support and interaction with adults and peers when at home. In the instance that such pupils are unable to be in school, teachers, supported by the inclusion team, will run weekly Zoom sessions giving the option for identified children to join and interact with a familiar face. These children will be identified through weekly phone calls and potential issues raised by parents and/or school.

Expectations of Staff During Remote Education

Teachers will be working in Year group teams to generate 4 lessons per day. All lessons will follow an asynchronous approach. All lessons will be uploaded to the Google Classroom suite for children to access at appropriate times.

Lessons will generally incorporate a video element where staff record an input, model or explanation. This content should be clear and support the children in their next steps. This will be followed by an application task where children will practise a taught element.

Lessons will be uploaded daily at 12:00am to ensure the learning is completed in a chronological way. This will prevent children from completing all lessons in a single day.

Once work has been turned in, all staff will take responsibility for providing feedback using the comments function. Teachers will look at all work turned in but will not be expected to provide comments on every item of turned in work.

Teaching staff will monitor the quality and accuracy of turned in work to maintain an accurate picture of attainment and progress of children. These will also allow future planning to be adapted to meet the needs of the children.

Teachers and support staff will phone each child once every 2 weeks. This phone call will be an opportunity to discuss the work completed and act as a general well being check.

Further expectations include daily attendance Zoom calls, weekly whole class Zoom sessions, support sessions for identified children, monitoring of year group help desk, attendance to virtual team and staff meetings and monitoring and reporting of safeguarding concerns.

Communication between staff and school remains vital and staff are expected to be available throughout the day.

Please note that in the instance of staff members needing to isolate and are unable to work, Remote learning will continue but may need to take a different form. Any such changes would be communicated as and when required.

Assessment and Feedback

Feedback on work will be delivered in a variety of ways. All work turned in will be acknowledged but the level of feedback will be dependent on the lesson and learning expectation.

Staff will utilise the comments function to provide feedback to children on work. Feedback will primarily be motivational in nature but obvious areas of strength or misconceptions will be commented on. Feedback will be returned to the children to read and act upon as necessary.

Staff may utilise Mote audio feedback where recorded audio feedback can be used and sent to children or classes to act upon. This method can be used in place of or in addition to written comments.

Staff may utilise stream posts to generate discussion with children based on learning. Children are able to respond to posts but can not begin their own posts. Staff monitor these discussions and can use them to feedback and support assessment.

Staff may utilise morning Zoom sessions to give whole class feedback where necessary especially when common misconceptions occur. This can be supported with recorded video messages re teaching content.

Due to the complexities of remote learning provision, accurate assessment will be challenging. Staff will monitor the quality of work being turned in but will be unable to guarantee the level of support given. In order to assess effectively, mini quizzes will be built into weekly learning in order to generate an accurate picture of children's attainment. Results will be recorded and utilised to inform teaching following school reopening. Staff will monitor children's work and utilise this to adapt future lessons as needed.

Attendance Monitoring

Throughout the period of school closure, the school is expected to monitor the attendance of children and participation in remote learning. Each day, contact must be made between the child and school in order to achieve an attendance mark. This is recorded using a temporary register system accessed by all staff.

Children should attend the morning Zoom session with the class teacher each day. If this is not possible, the school should be made aware via the help desk emails or phone call to the school office.

If no contact has been made by 10am each day, the SLT, inclusion team and school office will carry out phone call checks. If no contact is made for a period of 2 days, a home visit will be carried out.

Where access to Zoom is limited or families do not engage, the class teacher and SLT will work with families to arrange appropriate solutions. This will often take the form of phone calls at agreed times each week.

Zoom meeting details will be shared through the google classroom platform. All Zoom sessions will be set as recurring meetings utilising the same sign in details. Whenever safeguarding issues arise, meeting IDs and passwords will be changed and shared.

These are short, 15 minute sessions for teachers to complete attendance monitoring	
Phase 4	08:45
Phase 3	09:00
Phase 2	09:15
Phase 1	09:30

Communication During School or Class Closures

Over a 2 week period, each child in school will receive at least one personal phone call or Zoom call. This will be an opportunity to discuss work, provide further feedback and complete a general well being check. These calls will utilise a blocked caller ID function. If on Zoom, these sessions will be recorded for safeguarding purposes.

At a set time each week, teachers will hold a class Zoom session with their class to discuss learning and share in some planned activities. This will be a relaxed session with a different focus each week. These sessions will be based around supporting children's well being in periods of closure

Whole class Zoom Calls will be staggered over two days to allow all children to access them where siblings or other considerations restrict the use of accessible technology. See below:

	Thursday	Friday
09:00	Year 6	Reception
10:00	Year 5	Year 1
11:00	Year 4	Year 2
12:00	Year 3	

Children will also be able to communicate with staff via daily zoom attendance sessions, comments on stream posts and year group help emails monitored by staff.

Supporting Access for Remote Learning

All families have been asked to complete a questionnaire in respect of their ability to access the internet from home.

In the instance of a closure, school staff will check access during initial phone calls and report any concerns to the SLT.

Where access is an issue, the school will make contact to arrange possible solutions on an individual basis. This will often be in the form of a device loan. Available devices will be distributed on a needs basis. Devices will either be a school Ipad or Laptop. Devices will be loaned using a signed agreement outlining acceptable use and care of school property.

Where internet access is an issue, the school will work with families to find acceptable solutions. This may take the form of wireless routers (if available), data upgrades to phone contracts (if available) or other solutions that may become available.

If access to remote learning remains an issue, CGP workbooks will be utilised. These will be delivered to families and returned weekly for marking and feedback.

Safety of staff and children

Safeguarding is a priority for the school. In order to ensure our approach to remote learning remains safe for all involved, certain considerations have been put in place.

All staff have been trained on the proper use of Google Classroom and Zoom.

All google accounts have been created and are monitored by the 4C's Multi-Academy Trust.

All accounts have been restricted to only allow access to Google Classroom and Google Drive.

Teachers have the ability to stream information however children are not able to use this function. Children can comment on teacher posts and this is monitored by staff.

Any instances of improper usage will be reported and passed onto the Senior Leadership Team.

All staff have agreed settings on their Zoom accounts. All meetings follow an agreed process and must be recorded. Recorded sessions are not viewed or published. Recordings are only accessed if a safeguarding concern is raised.

Children are expected to follow the agreed rules and are removed from sessions if this is not observed. Any issues are reported immediately to the SLT and appropriate action will be taken.

We are aware that the nature of remote education has the potential to result in circumstances that we can not prepare for. In respect of this, we will continue to develop our approach to ensure our staff and pupils remain as safe as possible in such challenging times.

Any safeguarding concerns should be raised with the deputy safeguarding lead immediately via the school phone number or office email address.

All staff will continue to utilise CPOMs for the recording of concerns and key information. CPOMS is monitored by the inclusion team and SLT and actions taken as necessary.

Staff are asked to update their passwords monthly to

Support during School or Class Closures

In order to support the children, we have set up a helpdesk email account for each year group. These are utilised to support children with concerns regarding their learning.

This will be monitored daily by teachers and support staff.

We will aim to resolve any issues as quickly as possible.

This function is solely for questions regarding remote learning. Other concerns should be directed towards the school office.

Reception	reception.help@hvp.org.uk
Year 1	year1.help@hvp.org.uk
Year 2	year2.help@hvp.org.uk
Year 3	year3.help@hvp.org.uk
Year 4	year4.help@hvp.org.uk
Year 5	year5.help@hvp.org.uk
Year 6	year6.help@hvp.org.uk

We have also created a support email to help families with technical issues. This service is designed to support children and/or families in the instance of issues related to internet access and devices. We can not guarantee that issues will be able to be resolved and each case will be treated independently.

If issues are unable to be resolved, the school will make contact via phone call to arrange a reasonable solution.

Remote education for Whole class closures

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education will differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

Where whole class bubbles are forced to isolate, remote learning will be provided by the class teacher supported by the TA through Google Classroom following a similar format as outlined above.

On day one, staff will contact all families to ensure remote provision is accessible. Where issues arise, the school will work quickly to arrange support. Day 1 learning will be based on a pre-prepared activity pack and direction to Oak Academy.

From day 2 onwards, normal remote learning provision will occur. This will include a morning Zoom session, daily lessons following an asynchronous approach and other activities to support engagement.

A daily reading, writing and maths lesson will be uploaded for completion. Each day, a further foundation session will be offered. On days where PE or Dance would be taught, a live session will be offered at the time it would be delivered in school. Children will be provided with a timetable to outline the learning for the period of isolation.

In the case of a bubble closure, the work provided will mirror that being taught in school but adapted to support a remote approach.

Teachers and support staff will work together to support the children through communicating via google and Zoom. Daily contact will be made and all work will be assessed.

Remote Education for Whole class closures

Where individuals or small groups are forced to self isolate, remote education will be put in place but will differ to that outlined above.

Due to the nature of such isolation, class teachers will not have the capacity to prepare lessons based on new material. Remote learning will be heavily focused on retrieval activities rather than new material.

In these instances, children will be provided initially with an activity pack to complete on day 1 and directed to Oak Academy. Class teachers will phone home on day 1 to check access to google and explain the learning expectations for the period of isolation. Where issues arise, the school will work quickly to arrange support

All learning will be retrieval based utilising material taught in the previous term. Daily learning will be prepared and uploaded to Google for completion. Children should be able to access the learning independently with minimal support required. Where appropriate, new material will be included.

Any child isolating will receive 3 phone calls per week to discuss their learning and to support their wellbeing.