Academy Remote Education Provision – Information for Parents/Carers

This information is intended to provide 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.

Remote curriculum – what is taught to pupils learning 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 to expect following the first few days (of a local or national lockdown) **as immediate remote education provision**:

- If the academy is given notice from the DFE (Department for Education) or the Prime Minister pupils will be sent home with a learning pack with a reading book, a workbook, stationary items and English and Mathematics based activities to support the stage of learning for their age group.
- In some cases (where little notice is given and a quick response to a national lockdown is required) pupils will be sent activities via our online apps. **Our online access learning platforms are:**
- For **EYFS pupils** (Nursery and Reception) **Tapestry** https://eylj.org/login/
- For **KS1 and KS2 pupils** Year 1-6 **Seesaw** https://app.seesaw.me/#/login
- Parents/carers wishing to access a paper based learning pack can contact school admin on 0709 863273 or admin@hilltop.doncaster.sch.uk and these will be prepared by our teaching team to be collected by families.

What to expect following the first few days for remote education:

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. The curriculum will focus on supporting pupils learning in English (reading, spelling, writing, oracy skills) and Mathematics daily.

- Other subjects will be balanced throughout a weekly timetable and include physical activities for PE, RE, Science, History, Geography, Art, Music and PHSE.

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:

Key Stage 1	EYFS	1-2 hours per day
	Years 1 and 2	3 hours per day
Key Stage 2	Year 3-6	4 hours per day

Support to access online learning or a device

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 can contact the academy to complete a device request form to loan a device. They add on the request whether they require internet connectivity for example wifi through a router or dongle. The online device request form can be requested by emailing admin@hilltop.doncaster.sch.uk

If a pupil or parent/carer prefers to access paper based learning then they should contact the academy to request this from the child's class teacher.

Pupils who do paper based learning can upload an image to Tapestry or Seesaw to receive teacher feedback the same day. Links are on our website homepage.

Remote curriculum – how we teach learning remotely to pupils

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

- Learning lessons and activities will be introduced by class teachers through live interactive lessons using apps Zoom (https://zoom.us/education) or Teams (https://www.microsoft.com/en-gb/microsoft-teams/download-app) or sent as a recording to support all learners to access learning activities confidently.
- Online subscribed websites to support phonics, reading and Maths: at Hill Top Academy we use the following sites and apps details of which will be on pupils' weekly timetables.
- Reading eggs
- Mathletics
- Oaks Academy recorded lessons
- Phonics play
- TTRockstars
- We may also set some longer term projects with websites, video links where pupils will be asked to do research.

Home-learning activities are to be designed to be short, focused and relate directly to what has been taught in school so that learning can be further secured at home.

Within the app, teachers are to directly upload PowerPoints, videos, links to useful resources, keeping these as close as possible to the resources used in class.

Remote curriculum – Engagement and feedback expectations

As a Trust, within our academy we expect the following:

Marking and Feedback:

The purposes of feedback within the Seesaw and Tapestry apps is to motivate pupils, recognise and celebrate their efforts, address misconceptions and assess learning.

Responding to work Teachers will:

- Approve work so the children are alerted that it has been submitted.
- 'Like' the work by clicking on the heart to acknowledge that the work has been seen by the teacher.
- Mark the submitted work by clicking on the three dots (…) and clicking Edit and using either the pencil/felt tip tool to draw ticks, highlighter to identify gaps or errors, text tool to add a written response or voice response to give a more personal feedback.
- 'Check-in' on the app twice during a working day.

Subject Specific feedback

Marking will be provided in the following subjects:

- Math's- answers will be uploaded for the class the day after the work has been set. Children will self-mark.

- SPAG- any errors will be identified and corrected.

- Topic- a 'like' stamp or a voice note to provide personalized feedback using the voice record button.

- Written work- a written or verbal response will be given.

Pupil Expectations

- Be up and ready for learning each morning from 9 o'clock.

- Attend live learning sessions where possible with teachers

- Use the Add Response tool to submit their work – this allows Seesaw to recognise that they complete it.

- Follow the online safety rules and only use for school work.

- Report to an adult if they come across any unsafe content.

- Follow healthy use of a computer, website and any linked learning.

Parent Expectations

- Support our academy by encouraging their child/children to log in daily to lessons and learning activities

- Ensure that appropriate firewalls and age restrictions are set on computers.

- Computer use is regularly monitored.

- Ensure communication is kept to a professional level.

- Ensure submitted work is clearly photographed to enable a teacher to mark it.

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:

- Offer small group tuition and live teaching to support each child.
- Teacher will tailor learning to meet the needs of each pupil in particular to support targets set in SEND support plans or Education Health Care Plans.

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.

Class teachers will be informed as soon as we received notification from parents that their child has to self-isolate. They will endeavour to link the pupil into live lessons or set learning activities to enable the learning sequence for the pupil to continue.

Feedback via comments or individual voice feedback will be given.

Parents where pupils require additional support can contact the academy main office and the teacher or a senior leader will respond and offer support.

Live Lessons

Purpose

The purpose of these sessions is to provide pupils with live sessions where they can interact with their teacher and class mates. It is of the top priority that we support our pupils both academically, socially and emotionally and during these stages of Lockdown. We cannot underestimate the power of teacher-pupil and peer relationships in supporting pupil well-being.

Focus

Checking in on pupil wellbeing, allowing pupils to socialise and have fun. Use this as an opportunity to gather some feedback about how pupils are finding the learning posted on Seesaw.

Duration

FS and KS1: Sessions to be no less than 15 minutes.

KS2: Sessions no less than 30 minutes.

Staffing

The sessions will be run by the member of staff teaching the key worker bubble in school. The LSA with the key worker bubble will stay in class whilst the class teacher runs the session from a quiet space. The member of staff for the year group working remotely can join if available to do so but must adhere to the additional safeguarding guidelines when working from home.

Activities

The sessions should be kept light, fun and supportive. You may want to read a story, share a low-stakes quiz about something fun, quick games, circle time-based activities, share a picture as a discussion prompt.

Example Timetable

A timetable of live lessons will be communicated weekly via Seesaw, Tapestry and Hill Top Facebook page.

	Monday	Tuesday	Wednesday	Thursday	Friday
FS1			2:00pm		
FS2		10:00am Group 1 2:00pm Group 2			
Y1					10:00am
Y2	10:00am				
Y3			10:00am		
Y4				10:00am	
Y5				2:00pm	
Y6	2:00pm				

Safeguarding

- There will be no 1:1s, groups only; 1:1s may be possible, subject to a risk assessment and SLT permissions
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.

- All live classes will be recorded and backed up elsewhere, so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day
- Language must be professional and appropriate, including any family members in the background
- Schools should risk assess the use of livestreaming using webcams
- Data Controllers need to reassure themselves that any teaching/learning software and/or platforms are suitable and raise no privacy issues; or use cases against the provider's terms and conditions (for example, no business use of consumer products)
- Consent is needed for the live-streaming or recording of children and adults in the images