



## **Hayes School - Remote Education Provision**

### **1.0 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 where national or local restrictions require entire children to remain at home (individuals isolating / bubble closures / full lockdown restrictions).

The government has the expectation that all children not attending school due to C19 will engage with remote learning and that schools monitor and support engagement.

### **2.0 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.

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

- Individuals isolating: Teachers will signpost to children to relevant Oak Academy learning which reflects our current curriculum in school.
- Bubble Closures/ Full Lockdown: A version of our normal curriculum will be provided online. For pupils without internet access, paper packs will be provided as soon as possible.
- Communication will take place via Dojo/ Tapestry as this is an established and successful means of communication between the school and home. Timetables, expectations for remote learning and guidance to use platforms will be communicated in this way. Teachers can be contacted using this method.

#### **2.2 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. However, we have needed to make some adaptations in some subjects.

For example:

- PE: you will be signposted to online PE provision appropriate to age.
- Some foundation subjects will need to be adapted (such as art / music) to enable children to access the curriculum within the home environment.

### **3.0 Remote teaching and study time each day**

#### **3.1 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:

Nursery & Reception	Less than 3 hours per day
Key Stage 1	3 hrs per day
Key Stage 2	4 hrs per day

### 3.2 Accessing remote education

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

- a) EYFS will use Tapestry to access their remote learning. Learning will be posted on here, teachers will be communicating on this platform and parents can contact teachers here too.
- b) In KS1, remote education will be accessed on Class Dojo. This is an established platform in school and all families have access. Learning will be posted on here, teachers will be communicating with parents regarding learning and parents can contact parents here too.
- c) In KS2, remote education will be accessed on Seesaw. Class Dojo, which is already established in school, will also be available for parents to communicate with teachers. Learning will be posted on Seesaw, teachers will be giving feedback on Seesaw to move learning forward, pre recorded videos will be posted to assist with learning and there will be two way communication between pupils and teachers.
- d) If my child does not have digital or online access at home, how will you support them to access remote education?

### 3.3 Response to online access at home

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:

- We have a limited number of devices that will be loaned to families. We prioritise families in vulnerable situations and work with our teaching staff to assess needs. Anyone borrowing a device has to complete and sign a user agreement.
- All devices are wifi enabled. We do not have the capacity to provide internet connection.
- Paper packs will be provided for pupils who do not have internet capacity. These will either be delivered or posted.
- Work from paper packs can be photographed and sent to teachers via Class Dojo. Some packs will be collected and quarantined before they are marked by teachers. Parents may post work back or deliver it to the school office.

### 3.4 How will my child be taught remotely?

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

- All pupils will be provided with a timetable for the week.
- Each day's work will be available by 9am and will include Reading, Writing and Maths. EYFS and KS1 will include a phonics lesson. Other subjects will be spread across the week.

- Each lesson will be explained on a daily basis through the timetable and, in some lessons, through pre-recorded videos. A teacher in each year group will be available to support remote learning and to communicate with children and parents during the day.
- Teachers will give feedback on learning as soon as possible after the task is completed. The child may then need to respond to the teacher's feedback, as they would in school.
- Pupils and parents will be directed to some external websites for some learning. For example, phonics lessons from Ruth Miskin (Read, Write Inc).
- Teachers will access a range of resources to support the curriculum and will always add links for pupils.
- Reading materials will be available online through sites such as Oxford Owl (phonics linked reading books) and Getepic (Accelerated Reader materials).
- Class zooms will be held on a daily basis for teachers and pupils to meet for a get together with children both in and out of school, and to answer any relevant questions.

Y6 10:25am

Y5 10:10am

Y4 9:40am

Y3 9:10am

Y2 10:50am

Y1 11:30am

Reception 12:30pm

### **3.5 Engagement and feedback**

#### **3.5.1 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 engage with learning each day.
- Pupils are requested to follow the timetable provided by the teacher.
- Work should be returned to the teacher on the same day, preferably immediately after completion, for the teacher to provide feedback.
- Parents are requested to support their child's learning. This may be assisting in finding a quiet space to learn or supporting the child through the task. A routine is helpful to most children.
- Teaching staff are available to support throughout the school day on our online platforms.

#### **3.5.2 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 the return of work each day.
- The Senior Leadership Team will monitor engagement on a weekly basis.
- Teachers will inform parents of any concerns and will offer support with remote learning.

### **3.6 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:

When a pupil returns their work, the teaching team will respond by marking and offering feedback. This will either be written feedback or a voice recording.

Not all work will receive written feedback. Some observations by the teacher will be addressed in the lesson for the next day.

### **3.7 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:

- Work will be differentiated to meet pupil needs
- The SENDCO will keep in regular contact with EHCP families to support them.
- The SENDCO will liaise with teachers to ensure that ISPs are in place and that the learning is appropriate.
- Teachers will be available during school hours to support learning and provide feedback.

### **3.8 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?**

During lockdown periods, pupils will engage in online learning built around our normal curriculum. However, during periods when the school is fully open, pupils who are self-isolating will be signposted to relevant materials on Oak Academy.

## **Safeguarding Considerations**

- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, preferably communal areas within the household.
- Any live sessions should be recorded and transferred to google drive so that if any issues were to arise, the video can be reviewed.
- Language must be professional and appropriate, including any family members in the background.
- When incorporating You Tube film clips into remote learning please remove adverts.

Hayes School promotes good online safety for children and parents: <https://www.thinkuknow.co.uk>

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

This policy is linked to our: Safeguarding & Child protection policy / Behaviour policy / Data protection policy / Online safety policy and code of conduct

Appendix 1 Example Timetable:

## Home Learning Timetable for Parents - Year Six - Miss Willott, Mrs Fox, Mrs Stapleton, Mr Boys - 25/01/21

Here is a suggested timetable, to help you add structure to your day. The morning consists of English, maths and reading. In the afternoons, there is a session focusing on one area of the curriculum.

<p>Tasks have been set out in a similar way to our normal timetables, to add a sense of familiarity and routine to the children's days. They do not, however, have to be completed in the order given - these are merely a suggestion.</p> <p>The Government has recommended primary aged children complete 4 hours of learning per day.</p>					
Science- Light and Evolution (Weekly lesson)		History- Ancient Greece (Twice weekly lesson)	RE- How does faith help people when life gets hard? (Weekly lesson)	Music (Weekly half an hour lesson each)  Session 4- Other curriculum areas	
	Session 1 - Maths	Session 2 - Reading	Session 3 - Writing	Session 4- Foundation Subject	Session 5- Daily Exercise
Monday	<p>Daily arithmetic quiz posted on Seesaw. This will be a mixture of 10 questions from arithmetic SATs paper. Please do working out on scrap paper then type answers to Seesaw to submit. (Suggested time: 20 minutes)</p> <p>Maths Lesson to be watched on Seesaw. <b>LO: to order fractions, decimals and percentages.</b></p> <p>Watch a video on Seesaw where the teacher will model how to complete activity. There will be a variety of questions linked to the learning objective to complete. (Suggested time: 30 minutes)</p> <p>TTRockstars (Suggested time: 10 minutes)</p>	<p>Chapter 6. Part 1: Listen to one of the Y5/6 teachers reading a chapter from Percy Jackson and the Lightning Thief. (Suggested time: 10 minutes)</p> <p>Answer the questions which accompany the chapter on Seesaw. (Suggested time: 10 minutes)</p> <p>Getopic will allow you to find and read books within your ZDP. Here is the class code qdd9473. You can quiz your books on our school AR site <a href="https://ukhosted67.relearn.co.uk/2032898">https://ukhosted67.relearn.co.uk/2032898</a> (Suggested time: 30 minutes)</p>	<p>Practise your weekly spellings using SpellingShed</p> <p>(Suggested time: 10 minutes)</p> <p>Contractions - When we're writing informally, we will often use contractions but these must be spelt correctly with an accurately placed apostrophe. Read through the information and complete the tasks. (Suggested time: 40 minutes)</p>	<p><b>L.O: to analyse historical sources to make judgements about the Ancient Greeks.</b></p> <p>Today you will learn all about sources: what they are and the different types.</p> <p>You will use this learning as well as the purposes of sources to assess the reliability of the source and unpick what you see to inform your judgement about the life of Ancient Greeks.</p> <p>There is a table to help you to organise your thoughts. (suggested time- 1 hour)</p>	<p>We would really like to see evidence of daily exercise being completed. We recommend doing at least 20 minutes of daily exercise as part of PE.</p> <p>Here are some suggestions:</p> <p>Mrs Fox says, "Why not try a Jo Wick's workout which are live on his Youtube channel on Mondays, Wednesdays and Fridays?"</p> <p>Miss Willott says, "Could you try some yoga and mindfulness? Check out GoNoodle. <a href="https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw">https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw</a>"</p> <p>Mrs Stapleton says, "Why not go for a run and complete the daily mile? What is your fastest time?"</p> <p>Mr Boys says, "It would be fantastic to see you riding your bike or scooter but make sure you wear a helmet!"</p>

Tuesday	<p>Daily arithmetic quiz posted on Seesaw. This will be a mixture of 10 questions from the arithmetic SATs paper. Please do working out on scrap paper and then type the answers onto Seesaw to submit. (Suggested time: 20 minutes)</p> <p>Maths Lesson to be watched on Seesaw. <b><u>LO: find percentages of amounts.</u></b></p> <p>Watch a video on Seesaw where the teacher will model how to complete the activity. There will then be a variety of questions linked to the learning objective to complete. (Suggested time: 30 minutes)</p> <p>TTRockstars (Suggested time: 10 minutes)</p>	<p>Chapter 6. Part 2: Listen to one of the Y5/6 teachers reading a chapter from Percy Jackson &amp; the Lightning Thief. (Suggested time: 10 minutes)</p> <p>Answer the questions which accompany the chapter on Seesaw. (Suggested time: 10 minutes)</p> <p>Getepic will allow you to find and read books within your ZDP. Here is the class code qdd9473. You can quiz your books on our school AR site <a href="https://ukhosted67.renlearn.co.uk/2032898">https://ukhosted67.renlearn.co.uk/2032898</a> (Suggested time: 30 minutes)</p>	<p>Practise weekly spellings using SpellingShed (Suggested time: 10 minutes)</p> <p>Possessive Apostrophes - These are used regardless of whether we are writing formally or informally and we need to consider whether a noun is singular or plural to help us to decide where the apostrophe should go. Read through information and complete the tasks. (Suggested time: 40 minutes)</p>	<p><b><u>LO: to identify how animals and plants are adapted to suit their environment in different ways.</u></b></p> <p>Today, you will be learning what a biome is and exploring how different animals and plants have adapted to survive in their biome.</p> <p>The lesson will explore how many plants and animals have special characteristics which enhance their survival ability. You will then need to research a selection of plants and animals using the internet to discover their biome and special adaptations.</p>	<p>We would really like to see evidence of daily exercise being completed. We recommend doing at least 20 minutes of daily exercise as part of PE.</p> <p>Here are some suggestions: Mrs Fox says, “Why not try a Joe Wick’s workout which are live on his Youtube channel on Mondays, Wednesdays and Fridays?”</p> <p>Miss Willott says, “Could you try some yoga and mindfulness? Check out GoNoodle. <a href="https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw">https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw</a>”</p> <p>Mrs Stapleton says, “Why not go for a run and complete the daily mile? What is your fastest time?”</p> <p>Mr Boys says, “It would be fantastic to see you riding your bike or scooter but make sure you wear a helmet!”</p>
Wednesday	<p>Daily arithmetic quiz posted on Seesaw. This will be a mixture of 10 questions from the arithmetic SATs paper. Please do working out on scrap paper and then type the answers onto Seesaw to submit. (Suggested time: 20 minutes)</p> <p>Maths Lesson on Seesaw. <b><u>LO: to find percentages of amounts.</u></b></p> <p>Watch a video on Seesaw where the teacher will model how to complete the activity. There will be questions linked to the learning objective to complete. (Suggested time: 30 minutes)</p> <p>TTRockstars (Suggested time: 10 minutes)</p>	<p>Chapter 7. Part 1: Listen to one of the Y5/6 teachers reading a chapter from Percy Jackson and the Lightning Thief. (Suggested time: 10 minutes)</p> <p>Answer the questions which accompany the chapter on Seesaw. (Suggested time: 10 minutes)</p> <p>Getepic will allow you to find and read books within your ZDP. Here is the class code qdd9473. You can quiz your books on our school AR site <a href="https://ukhosted67.renlearn.co.uk/2032898">https://ukhosted67.renlearn.co.uk/2032898</a> (Suggested time: 30 minutes)</p>	<p>Please practise your weekly spellings using SpellingShed</p> <p>(Suggested time: 10 minutes)</p> <p>Over the next two days, we’ll be looking at the use of tense. Today’s session will involve some skills practice, mainly focusing on past and present. Read through the information and complete the tasks. (Suggested time: 40 minutes)</p>	<p><b><u>DITCH THE DEVICE</u></b></p>	<p>We would really like to see evidence of daily exercise. We recommend at least 20 minutes of daily exercise as part of PE.</p> <p>Here are some suggestions: Mrs Fox says, “Why not try a Jo Wickes’ workout which are live on his Youtube channel on Mondays, Wednesdays and Fridays?”</p> <p>Miss Willott says, “Could you try some yoga and mindfulness? Check out GoNoodle. <a href="https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw">https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw</a>”</p> <p>Mrs Stapleton says, “Why not go for a run and complete the daily mile? What is your fastest time?”</p> <p>Mr Boys says, “It would be fantastic to see you riding your bike or scooter but make sure you wear a helmet!”</p>

<p>Thursday</p>	<p>Daily arithmetic quiz posted on Seesaw. This will be a mixture of 10 questions from the arithmetic SATs paper.</p> <p>Please do working out on scrap paper and then type the answers onto Seesaw to submit. (Suggested time: 20 minutes)</p> <p>Maths Lesson to be watched on Seesaw.</p> <p><b><u>LO: to find missing percentage values</u></b></p> <p>Watch a video on Seesaw where the teacher will model how to complete the activity. There will then be a variety of questions linked to the learning objective to complete.</p> <p>(Suggested time: 30 minutes)</p> <p>TTRockstars (Suggested time: 10 minutes)</p>	<p>Chapter 7. Part 2: Listen to one of the Y5/6 teachers reading a chapter from Percy Jackson and the Lightning Thief. (Suggested time: 10 minutes)</p> <p>Answer the questions which accompany the chapter on Seesaw. (Suggested time: 10 minutes)</p> <p>Getepic will allow you to find and read books within your ZDP. Here is the class code qdd9473. You can quiz your books on our school AR site <a href="https://ukhosted67.renlearn.co.uk/2032898">https://ukhosted67.renlearn.co.uk/2032898</a> (Suggested time: 30 minutes)</p>	<p>Please practise your weekly spellings using SpellingShed</p> <p>(Suggested time: 10 minutes)</p> <p>Today's work on tense will be based on a piece of writing to accompany a picture from an Ancient Greek myth.</p> <p>It has been written in the present tense - you need to change it to past tense, which is the more usual way of recording a story. (Suggested time: 40 minutes)</p>	<p><b>L.O:to research Greek legacy</b></p> <p><b>You will learn about what a legacy is and how Ancient Greeks impacted on future life.</b></p> <p><b>This PowerPoint will steadily guide you through just some of the Greek Legacies and then you will be expected to research some of your own.</b></p>	<p>We would really like to see evidence of daily exercise being completed. We recommend doing at least 20 minutes of daily exercise as part of PE.</p> <p>Here are some suggestions:</p> <p>Mrs Fox says, "Why not try a Jo Wick's workout which are live on his Youtube channel on Mondays, Wednesdays and Fridays?"</p> <p>Miss Willott says, "Could you try some yoga and mindfulness? Check out GoNoodle. <a href="https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw">https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw</a>"</p> <p>Mrs Stapleton says, "Why not go for a run and complete the daily mile? What is your fastest time?"</p> <p>Mr Boys says, "It would be fantastic to see you riding your bike or scooter but make sure you wear a helmet!"</p>
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Friday	<p>Daily arithmetic quiz posted on Seesaw. This will be a mixture of 10 questions from the arithmetic SATs paper. Please do working out on scrap paper and then type the answers onto Seesaw to submit. (Suggested time: 20 minutes)</p> <p>Maths Lesson to be watched on Seesaw. <b><u>LO: to consolidate understanding of percentages.</u></b></p> <p>Watch a video on Seesaw where the teacher will model how to complete the activity. There will then be a variety of questions linked to the learning objective to complete. (Suggested time: 30 minutes)</p> <p>TTRockstars (Suggested time: 10 minutes)</p>	<p>Chapter 8. Part 1: Listen to one of the Y5/6 teachers reading a chapter from Percy Jackson and the Lightning Thief. (Suggested time: 10 minutes)</p> <p>Answer the questions which accompany the chapter on Seesaw. (Suggested time: 10 minutes)</p> <p>Getepic will allow you to find and read books within your ZDP. Here is the class code qdd9473. You can quiz your books on our school AR site <a href="https://ukhosted67.renlearn.co.uk/2032898">https://ukhosted67.renlearn.co.uk/2032898</a> (Suggested time: 30 minutes)</p>	<p>Please practise your weekly spellings using SpellingShed</p> <p>(Suggested time: 10 minutes)</p> <p>You're going to be given another piece of writing based on another Ancient Greek myth. Today, we would like you to improve the sentences using ispace openers. (Suggested time: 40 minutes)</p>	<p><b>L/O: Understand how religion can help when times are tough; Learn the story of Job from the Old Testament</b></p> <p>This lessons is split into two parts:</p> <p>Part 1: Reflect upon your own life and whether life is always easy or whether there are things that can make it tough. You will learn how religion can help when times are tough.</p> <p>Part 2: You will watch a video that will teach you the Bible story of a man called Job (pronounced Jobe).</p> <p><a href="https://youtu.be/GswSg2ohqmA">https://youtu.be/GswSg2ohqmA</a></p> <p>Finally, you will produce a storyboard of the story of Job.</p>	<p>We would really like to see evidence of daily exercise being completed. We recommend doing at least 20 minutes of daily exercise as part of PE.</p> <p>Here are some suggestions:</p> <p>Mrs Fox says, "Why not try a Jo Wick's workout which are live on his Youtube channel on Mondays, Wednesdays and Fridays?"</p> <p>Miss Willott says, "Could you try some yoga and mindfulness? Check out GoNoodle. <a href="https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw">https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw</a>"</p> <p>Mrs Stapleton says, "Why not go for a run and complete the daily mile? What is your fastest time?"</p> <p>Mr Boys says, "It would be fantastic to see you riding your bike or scooter but make sure you wear a helmet!"</p>
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Any resources needed to support will be posted on Seesaw and ClassDojo for that day. Any questions please send a dojo message.

As teachers we need to ensure we are having contact with **all** children every week so please continue to send us pictures of your work as we love to see and share what you are doing. Dojo points will be awarded amazing pieces of work. Teachers will announce Stars of the Week every Friday.