

HOLBEACH
BANK ACADEMY



UNIVERSITY OF
LINCOLN

Holbeach Bank Academy

Remote Education Provision.

January 2021

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 pods) 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 learning.

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

Where it has been necessary to close pods or in the event of a National Lockdown a blended learning approach will be adopted by class teachers. They will facilitate a combination of live virtual lessons or videos and remote learning through google meet and the google classroom. This will directly link with the classroom curriculum and feedback will be provided by the class teacher through the live lessons and through the google classroom once work has been submitted to address any misconceptions and allow for differentiation.

This will be monitored by key stage leaders and SLT.

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, we utilise the Oak National Academy resources to facilitate Science but align with the area of science with the classroom curriculum.

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	<p>Within KS 1 children should complete up to 3 hours of learning a day, with less for younger pupils.</p> <p>Within KS 2 children should complete up to 4 hours of learning a day.</p>
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Accessing remote education

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

All pupils have access to the google classroom and have log in details to ensure they are able to access learning that is added. Pupils complete weekly homework tasks through this platform and this is the main platform used to add remote learning if pupils are self isolating or having to learn from home due to a National lockdown situation.

When virtual lessons are being taught as part of the blended approach these are facilitated through google meet.

Pupils have access to reading eggs, Oxford Owl interactive books, Purple Mash and TT Rockstars.

Pupils have their own log in details to access all of these platforms.

Early Years pupils use Tapestry as an online platform to communicate with the Academy and add learning tasks.

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:

Parents were sent letters that asked what access they have to online devices so that we were able to collate any families that may struggle to access the internet or online learning.

The Trust has a bank of devices that they could lend to parents for the purpose of online learning where needed and an agreement would need to be completed which details expectations for use by pupils and the return policy.

The academy has SIM cards that they are able to issue so that pupils have better access and quicker access to the internet should parents need.

The academy would also facilitate hard copy packs of work or learning where pupil needs were such that these better suited the learning needs pupils had.

Pupils submit their work through the google classroom and staff receive a notification to inform them of this so they can check and feedback.

How will my child be taught remotely?

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

Some examples of remote teaching approaches that are used through the remote learning approach are:

- live teaching (online lessons) and virtual lessons.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) which would be added and assigned through the google classroom.
- printed paper packs produced by teachers (e.g. workbooks, worksheets) where requested or applicable identified pupils or to further support.
- reading books pupils have at home.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences which would be assigned where applicable through the google classroom.

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 engage and complete the learning that is assigned through the google classroom as set out within our Remote Learning Policy and behaviour addendums.
- Staff will communicate with parents through the enquiries email or by phone to support where required and ensure that learning is accessible.
- Both academies have Facebook pages which also help to communicate and answer queries and questions where appropriate.

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

- When pupils complete learning on the google classroom they upload completed work which alerts the staff through a notification so they are able to go on and check at the end of the school day and respond and feedback.
- Where pupils are not engaging with learning class teachers or key stage leaders will contact parents to offer support and reiterate expectations or offer alternatives to facilitate access.
- At the end of the week staff will also check work that has been submitted and feedback.

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:

Through the google classroom there is a facility for staff to feedback and support pupils in case of any misconceptions so that these are addressed and class teachers are able to alter any learning needs.

Weekly feedback will be given by class teachers to pupils and parents.

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:

- Members of the SEND/pastoral team communicate with families of SEND pupils regarding appropriate resources for parents to support working with their child.
- For families of our Early Years Tapestry is used to facilitate remote learning and communication. For Year 1 pupil's communication ensures they have the appropriate resources to access learning remotely.

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 academy administrator will inform staff responsible for delivering the remote learning as soon as the academy is made aware that they need to self isolate and the reasons for this. The responsible staff will then use class planning and resources to add learning tasks to the google classroom and assign them to identified children to complete so that these align with the classroom curriculum.