

Lakes Lockdown Learning



Our Remote Learning Offer

Information for Parents

September 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 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?

In the first instance our pupils are able to access the Home Learning Pages on our Website, which are home to a bank of age appropriate resources that families can access; including a range of stories for children to listen to, read by adults that are known to them, question prompts to support activities that young children will engage in at home, which develop spoke language and vocabulary.

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. All children access a phonics session, a literacy session and a story each day. Our "Menu of Learning" is used both in school and at home, and due to the open ended nature of learning, we are still able to provide a bespoke package for our children. We respect that parents who are supporting their child at home, may also be working and need flexibility around timings and we are fully supportive of this.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

There is an expectation 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>The expectation: Key Stage 1: 3 hours a day on average across the cohort, with less for younger children</p> <p>Key Stage 2: 4 hours a day</p>
<p>Reception</p> <p>The Butterfly class & The Caterpillar Class</p>	<p>We would expect our children to:</p> <ul style="list-style-type: none"> • Read for 10-20 minutes • Engage in phonic activity 20 minutes • Listen to a story for 10 minutes • Engage in a literacy activity for 20 minutes • Engage in a maths activity for 20 minutes • Choose from the Menu of Learning an activity that lasts at least 20 minutes
<p>Year 1</p> <p>The Mouse Class & The Rabbit Class</p>	<p>We would expect our children to:</p> <ul style="list-style-type: none"> • Read for 20 minutes • Engage in phonic activity 20 minutes • Listen to a story for 15 minutes • Engage in a literacy activity for 40 minutes • Engage in a maths activity for 40 minutes • Choose from the Menu of Learning an activity that lasts at least 45 minutes
<p>Year 2</p> <p>The Fox Class</p>	<p>We would expect our children to complete:</p> <ul style="list-style-type: none"> • 15 minutes reading with adult • 20 minutes comprehension-based reading activity • 30 minute writing activity, based on a key text • 30 minutes mathematical based activity • 10 minute handwriting/spelling practice (daily journal)

	<ul style="list-style-type: none"> • 30 minute Topic based activity • 20 minute wellbeing activity • 15 minutes PE activity
<p style="text-align: center;">Year 3 & 4</p> <p>The Kingfisher Class</p>	<p>We would expect our children to:</p> <ul style="list-style-type: none"> • 20 minutes of reading independently or with an adult • 20 minutes of comprehension-based reading activity • 40 minutes of writing, based on a key text • 40 minutes mathematical based activity • 30 minutes Understanding The World based activity • 30 minutes Expressive Arts based activity • 20 minutes handwriting/spelling practice • 20 minutes wellbeing activity • 20 minutes PE

Accessing remote education

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

Really School is our main platform for parents and children to watch videos, find out what the daily task for learning is, and to upload any work, videos and photos.

We have asked all parents to sign up to Oxford Owl and Rising stars, an online library, so that children can read their school reading book.

Families can make good use of TT Rock Stars, Phonics Play, TopMarks, Spelling Marks, Maths frame, the Oak Academy and BBC Bitesize as online resources that support children's learning.

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:

Our Menu for Learning is designed to be open ended allowing for children and parents to work together in a way that is manageable in these very difficult times.

We would ask that any parent who is unable to access the package that we offer, speak to us so that we can work together to find a solution. We do not want any child at our school to feel disadvantaged in any way, and will be proactive in our endeavors to ensure all children can continue to learn. We can be contacted on 01733 246826 or by emailing office@hamptonlakesprimary.org.uk

How will my child be taught remotely?

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

- Book themed activities known as the Menu of Learning which children can select from a range of activities that support the Early Years Foundation Stage Curriculum, which we have carried forward into Year 1
- Teachers record short sessions that are uploaded onto Really School to support the teaching of Phonics, and basic skills in literacy and numeracy
- Resources to support the teaching and learning are available for parents to download at home from our Website; for example, Phase 3, 4 and 5 phoneme mats, number lines and 100 squares
- Printed paper packs can be made available, on request from parents, and parents of children working on specific learning programmes are given materials to support at home.
- Commercially available Websites supporting the teaching of specific subjects or areas, including video clips or sequences, particularly Phonics Play and Top Marks, BBC Bitesize and Oak Academy
- Our online Reading Library is accessible for all pupils

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?

The children at Hampton Lakes love to come to school and so we would expect that all children in our school know their learning is important - to us and for them. As their teachers are working so hard to plan exciting and interesting activities for them to carry out, the children need to try their best and work their hardest at home, so that their parents can upload work onto Really School, for their teachers to see.

We would like parents to provide their child with time to access the materials we publish onto Really School, and to reinforce the subject matter that teachers deliver by talking to their child about what they have seen and what they need to do next.

Our parent partnership is a strong one, and it is now more important than ever that parents continue to upload observations of their children, as they work and play. This will enable us to continue to monitor the progress they are making, and consider bespoke strategies for support.

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

We think the learning that children are doing at home is so important that we have a dedicated member of teaching staff monitoring Really School every day. They will be looking at the work that you as parents upload and share the information with your child's class teacher. This will mean that when teachers plan they are able to consider the learning needs that have been identified.

We will ensure that a member of the teaching team is on hand to answer any questions you have, and that we make at least one call home each week to see how you are getting on.

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:

The observations we make of children, both in school and at home support the holistic assessments we make of children. The work that you upload onto Really School will help us identify where your child is in their learning, and to consider the steps they need to take in order to progress.

We will give personalised feedback every day through Really School, and if anything significant presents itself we will make a phone call home to support parents as you support your child.

Sometimes we will use our social media platforms to celebrate the successes of our children.

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:

For children with additional needs, e.g. children with high needs SEND or an EHCP, a place in school will be offered during any periods of local or national school closures. We will continue to work very closely with our families of our children who have special educational needs. Staff have delivered bespoke learning parcels to children with specific needs to support with their learning.

We have one member of the teaching team on hand to make phone calls home to parents on a daily basis we hope this will assist any parent who requires additional support with accessing remote learning for their child.

Remote education for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Children who need to self-isolate, will be added to our register of children who are staying at home and their activities for learning will be added to Really School. Our package for children self-isolating will mirror that of the children accessing learning in school and remote learning through school closure. Children can continue to access the Menu for Learning, which is published on our Website, being able to rapidly pick up where they left off in school.

Staff members responsible for remote education at Hampton Lakes Primary School

Miss Zoe Trigg – Head of School

Mrs Katie Steel – Deputy Head of School and SENCO

Mrs Helen Lloyd - EYFS Lead

Mr Graham – KS1 Lead

Mr Shaw – KS2 teacher