



**HOLMBUSH  
PRIMARY  
ACADEMY**

## **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 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.

### **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?**

Work will be set using our parent teacher communication tool (ClassDojo) and/or the academy home learning website. Children may be given tasks that ask them to revisit skills they have already been taught in order to embed them and be able to work independently to allow a short period of time for parents to find their routine and teachers to review their planning.

### **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 have slightly altered the theme of the learning in some year groups to make it more accessible from home. There may also be times when we teach different skills due to resourcing issues, for example, some science lessons in KS2 require equipment that will not be easy to access at home.

Where the curriculum is altered, we ensure that the core skills in reading, writing and maths are our priority. Teachers continually assess the knowledge of the children they are teaching and adjust their plans based on the work that is sent in.

### **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:

Key Stage 1	An average of 3 hours
Key Stage 2	An average of 4 hours

## Accessing remote education

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

We use ClassDojo and our home learning website (<https://www.brightonacademiestrust.org.uk/home-learning/holmbush-home-learning>) to set daily tasks. Children access Live Lessons through Microsoft Teams. All work that is completed is uploaded to each child's individual portfolio on ClassDojo.

## 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:

In the first instance, we will identify those children who do not have access to devices. We will contact the parents/carers of pupils for whom we are able to lend devices to, either by phone or ClassDojo message.

Parents/carers will then be asked to complete an agreement outlining what is expected in terms of acceptable use, ownership and responsibility. When this has been completed, a laptop/tablet to use at home. For more information on this, or if any parents/carers of children at Holmbush Primary Academy are struggling, please contact [office@holmbushprimaryacademy.org.uk](mailto:office@holmbushprimaryacademy.org.uk).

Children who are defined as Pupil Premium will be asked to complete a survey identifying their access to a wifi/internet connection. Any children who do not have this capability will be contacted by the academy. If appropriate, a bid will be put into the DfE to allow them to access additional mobile data. If parents/carers at Holmbush Primary Academy feel they meet these criteria, please contact [office@holmbushprimaryacademy.org.uk](mailto:office@holmbushprimaryacademy.org.uk)

If pupils need printed materials, their parent/carer should contact their class teacher in the first instance. This can be done directly through ClassDojo, by emailing the academy office ([office@holmbushprimaryacademy.org.uk](mailto:office@holmbushprimaryacademy.org.uk)) or by phoning the academy office (01273 592471)

If pupils are unable to submit work online, their parent/carer is able to bring the work to school twice weekly – Wednesday and Friday. This will allow time to ensure Covid control measures (including quarantining of books etc) can be followed.

If needed, the academy will provide exercise books for the pupils to work in at home. Some packs have been pre-prepared and can be collected by contacting the academy office.

## How will my child be taught remotely?

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

### **Live Teaching (online lessons)**

These will be available for all children at least twice daily.

In **EYFS**, children will engage in short, 10 minute inputs from their class teacher. These will cover the full range of curriculum subjects across a week.

In **KS1**, teachers will provide up to 15 minutes, twice a day. The morning lessons will provide teacher input for reading, writing or maths. Teachers will use this time to pick up on any misconceptions they may have noticed in the work submitted. Teachers will communicate to parents, which subject the live input will cover. During the afternoon input, we will continue to ensure reading is at the heart of our curriculum by ensuring that children are read to by their class teacher. These lessons will also provide an opportunity to engage in activities to support the mental health and well-being of our children and to introduce any new learning in the foundation subjects.

In **KS2**, teachers will provide between 15 and 30 minutes, twice a day. At least one of these lessons will provide pupils with an input in reading, writing or maths. This may include demonstrations, explanations of tasks and a chance for pupils to ask questions. The second lesson may also concentrate on these core skills, if that is what is appropriate to the class. All children in KS2 will also be given the opportunity to be read to by their class teacher.

### **Recorded Teaching**

During the week, teachers will provide links to pre-recorded lessons. In EYFS and KS1, these will mainly be focussed on phonics in order to allow parents and pupils the ability to re-visit sounds.

Teachers may use the Oak National Academy lessons if they meet the needs of the pupils. In this case, the link to the appropriate lessons will be sent to parents. They will also make use of the video clips from White Rose to support their maths teaching.

### **Additional Online Platforms**

Teachers will make use of the online learning platforms that the pupils are already used to. This includes TTRockstars, Numbots and Accelerated Reader. Pupils will also be able to access e-books through Oxford Owl and MyOn so that their reading is not disadvantaged.

### **Other Learning**

To support these digital approaches, teachers will set tasks through ClassDojo that allow pupils to either consolidate or extend their knowledge. These may be in the form of a worksheet. However, as in school, we try not rely too heavily on printed worksheets so these tasks will also allow pupils to be independent and creative. We also believe that children need to engage in learning tasks away from a screen. Therefore, we will set tasks that enable active learning in order to meet a range of different needs.

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

Class teachers and member of the Senior Leadership Team monitor the work that is submitted to each child's portfolio throughout the school day. They will provide feedback to pupils both during Live Lessons and by commenting on the work that is sent in. This will be done between the hours of 8am and 5pm.

Where we see engagement as being a problem, class teachers will inform the Senior Leadership Team. Our Inclusion Manager will contact parents by telephone to discuss any difficulties that be being experienced. Pupil engagement will continue to be monitored and the Inclusion Manager will agree expectations with parents/carers. The Inclusion Manager will discuss any SEND Needs with parents/carers.

## **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:

Teachers will provide written feedback to pupils through the 'comments' section on individual portfolios. Where teachers have noticed the same misconception for several children, this will be fed back and addressed either during whole class live inputs or as a pre-recorded video.

Teachers will acknowledge work daily and provide individual feedback at least weekly. Pupils should expect that they will be told explicitly what they have done well and what they could do to improve.

Teachers will give pupils, particularly KS2, the opportunity at least once per week to identify any areas of learning they need more support with.

## **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:

Teachers have detailed knowledge of the needs of the pupils in their class. Where a pupil has significantly different needs to the rest of the class, they will be provided with modified tasks. Teachers and the Inclusion Manager, will provide support to meet differing needs. For example, we will work with parents of children with ASC to include the strategies normally used in school, into their remote learning timetable. Where the provision is still offered, we will continue to work with outside agencies for needs such as Speech and Language Intervention.

Teachers will support parents/carers of our younger pupils (Reception and Year 1) by ensuring they consider readily available resources that can be used at home. They will suggest alternative resources or activities so that parents have a variety of ways to engage with the learning, dependent on their circumstances. Teachers will provide subject knowledge support through their use of Live Lessons and pre-recorded videos – this is particularly pertinent for phonics and when introducing mathematical concepts.

## **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?**

In the event that the majority of the child's class is being taught face-to-face, pupils will be set the same work as the rest of their class. Teachers will provide links to pre-recorded videos to support their learning. These may be through Oak National Academy, White Rose or from their own Class Teacher.

Class teachers will make contact daily through ClassDojo. They will provide written feedback least three times per week. They may also record short videos to provide verbal feedback. Pupils will continue to be rewarded through the use of house points in the same way as they would if they were in school.