



## Hilltop First School and Foundation Stage

### Remote Learning Offer

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**Hilltop First School and Foundation Stage  
Remote Learning Offer**

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## **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?**

Parents/carers will receive a personal message via Tapestry or Class Dojo outlining the home based learning for their child. We ask that all children continue to read at least four times a week. Where a child has already completed their physical book we ask that the following online options be considered:

- Letterland (Reception- Yr1)
- Oxford Owl (Reception- Yr 4)
- Serial Mash (Yr2-Yr4)

Where a child is at home because they are too ill to be in school, we would not expect any learning to be completed and staff will not set remote learning.

#### **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, topics which rely on specific resources may need to be substituted. Lessons taught as part of our PPA cover timetable (Music, French & PE) may not be taught although relevant activities may be suggested.

#### Priority activities to be completed each week

- Daily reading - children in Years 1-3 must read with an adult
- Daily maths task
- Daily Writing task (Monday to Thursday) – The class teacher will provide class feedback each Thursday with specific areas for improvement or extension. We call these 'Next steps'. Please encourage your child to revisit their writing each Friday and edit it as required before resending it to their teacher. This process of adding 'fix-its' is a most important part of learning and one with which the children are very familiar.
- For Year 1&2: Daily Phonics lesson and short task (Monday to Thursday) and revision games on Friday – You will be directed to the appropriate Letterland or BusyThings area
- For Years 3&4 Timetable Rock Stars challenges

#### Additional tasks

- A weekly science lesson with linked tasks
- A weekly Topic lesson and task
- A weekly computing lesson and task
- A weekly RE or PSHE lesson and task

- A weekly creative challenge

### Children in Nursery & Reception

We would never ask a child to sit for extended periods of time completing a single task. We recognise that much learning at this stage is achieved through play, exploration and talk. We will share activity ideas and simple challenges involving items you would have around the house to promote investigation, creativity and discovery. Where children are ready, we encourage them to use their growing phonic knowledge to write words or short sentences about their drawings. We ask that parents/carers read to their child daily.

### **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:

Years 1 & 2: 3 hours

Years 3 & 4: 2-3 hours

### **Accessing remote education**

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

All communication related to home learning will be shared via Tapestry (FS) and Class Dojo (Years 1-4) The following online platforms may be used for learning tasks:

- Oxford Owl
- Serial Mash
- Letterland
- Busy Things
- Espresso Discovery
- MyMaths
- TimesTable Rockstars
- Oak Academy

Links to all of these sites can be found on the Remote Learning page of the school website. Pupils' personal login details have been sent home in their home school diaries. Parents/carers should contact class teachers if they are having difficulty logging in.

#### **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:

Class teachers will produce weekly printed packs containing all materials needed for set learning tasks. These can be collected from the school by prior arrangement.

Completed tasks can be returned to school weekly for marking and feedback.

We offer a 'click and collect' offer for reading books. Parents/carers should communicate directly with the class teacher to organise this.

In a small number of cases we may be able to loan tablets issued by the government for this purpose. Class teachers will notify families directly where this is available.

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

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

- Pre recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

## **Engagement and feedback**

### **What are your expectations for my child's engagement?**

We expect children to complete all daily priority learning tasks with the same level of effort they would apply in school. It is hoped that they would join in the weekly class story Zoom sessions and weekly whole school assembly.

### **What are your expectations for support that we as parents and carers should provide at home?**

We recognise that younger children, and those with Special Educational Needs will not be able to access all areas of remote learning independently. Class teacher will ensure that learning is appropriately differentiated as it would be in class.

We ask that parents/carers support the learning process by creating a quiet space conducive to concentration and help with reading instructions and logging into the various platforms where necessary. It is likely that children of this age will need support in maintaining a daily routine and making sure that the necessary devices and stationery are kept ready for learning.

Daily learning tasks are sent out the evening before to help parent/carers to be aware of expectations for the following day. We ask parents/carers to be aware of what learning tasks children are completing each day and help them in sharing these with class teachers.

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

Class teachers will monitor and record all learning that is submitted daily. Whole class summaries are reviewed weekly. Where it is felt that a child is not engaging daily in home learning or responding with the appropriate levels of effort, parents will be contacted by the class teacher for telephone conversations. Where there are ongoing concerns, this will be followed up by a phone call from a member of the Senior Leadership Team.

We will continue to celebrate pupils' effort and engagement through weekly Well Done certificates which will also be posted on the school website.

### **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:

Individual responses to pieces of learning submitted via Tapestry or Class Dojo

Class teachers will provide class feedback each Thursday via Zoom or a pre-recorded video with specific areas for improvement or extension. We call these 'Next steps'. Please encourage your child to revisit their writing each Friday and edit it as required before resending it to their teacher. This process of adding 'fix-its' is a most important part of learning and one with which the children are very familiar.

Individual progress on Letterland and TT Rockstars and quiz scores on Busy Things and Serial Mash will be reviewed and recorded as appropriate.

## **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:

- Appropriately differentiated learning resources and tasks
- Ideas of ways to make use of practical resources which you would find easily in your home to support tasks
- Alternative interactive activities instead of paper based tasks

## **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?**

Where pupils in school would receive live direct input from a class teacher, it is likely that individual pupils at home would be signposted to pre-recorded teaching videos. There may be some difference in the presentation and learning tasks but the essential content would be similar.

It may well not be possible to replicate practical lessons involving specific equipment or group involvement. In these cases a different lesson and task would be set for children isolating at home.

Where the majority of pupils in a class are in school, we will not offer a Zoom story or assembly.