

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

At Whitehill, when the class or whole school has to switch to remote provision, pupils can expect to receive a similar level of instruction and content as if they were in school. As we proved at the start of the current period of partial school closures (January 2021) we are able to switch to online learning with minimal notice.

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. Details of this can also be found on the school website under the [curriculum section](#).
- However, we have needed to make some adaptations in some subjects. For example, it may not be practical to teach French as per the curriculum overview and Physical Education will need to be adapted to take into account the lack of space and / or resources depending upon the unit of work being covered.

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 2	<p>The government guidelines expect that pupils in Key Stage 2 receive four hours provision per day. This has been planned for via:</p> <ul style="list-style-type: none">• three live lessons per day delivered by the year group teaching team• two physical education live lessons per week delivered by the PE teachers
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	<ul style="list-style-type: none"> • two 'form time' sessions to set up and reflect upon the week • story time sessions with individual class teachers • extension tasks to be carried out independently.
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Accessing remote education

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

Pupils will access the school's remote provision through Google Classroom. All pupils will have received instruction prior to switching to remote provision in how to access their lesson through Google Meet and the work stream through Google Classroom. All work will be submitted through this platform and timely feedback provided.

For periods of prolonged remote provision, pupils will be invited to collect their school exercise books so that English, maths and science can be completed in them. This limits prolonged screen time, helps reinforce the message that this is 'school at home' with the same high expectations and standards, ensures that work is not lost and can be referred back to as well as maintaining skills of handwriting and writing stamina.

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:

- Should a child not have access to suitable technology so that they can easily participate in the school's plans for remote education, they should contact the school via email (admin@whitehill.herts.sch.uk or help@whitehill.herts.sch.uk) or via phone (01462 621313).
- We will then arrange for the loan of a Chromebook (or other suitable device) to be made available. An agreement will need to be signed by the child's parent / carer to agree to the terms of use.
- The loan will be for the entire length of the remote education period. No charge will ever be made to parents / carers for the use of this technology.

How will my child be taught remotely?

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

The majority of teaching during periods of remote education will be through live lessons provided by the year group teachers. Where possible, the teaching teams will combine so that one member of staff will teach the lesson with the second teacher providing support through the online chat facility.

During the independent task / activity, both teachers will be available to support as they will keep the google meet open to provide one to one or small group 'breakout' support.

From time to time, an additional member of the teacher team (non-class based) will invite pupils to join a small group (as they would if teaching in person) to provide additional support / instruction.

Resources will be posted within the Google Class pages for pupils to use that day / week. Where possible, lessons will be delivered and tasks set in such a way that it won't be necessary to print.

Depending on the task, work will need to be submitted for marking / feedback with the earliest submission deadline being 6.00pm on the day of the lesson. This later time was due to feedback from parents during the early stages of our remote provision.

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?

It is hoped that the instruction and support offered by the school is such that pupils will not need any parental intervention in order to complete work. We recognise that many parents will be busy working themselves and therefore will not necessarily have the time to spare. Some creative tasks, particularly for our younger pupils, may benefit from parental support but a lack of such support will not preclude pupils from participating.

As per our usual practice, we welcome any additional support that parents / carers can provide with core instructional activities such as 1:1 reading. Where this is not possible, we will endeavour to set up additional 1:1 reading sessions via a Google Meet.

Taking an interest in your child's work: talking to them about what they are doing, supporting them with misunderstandings and extending their interest through further research, will always be of benefit to them.

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

We will look closely at the attendance records for each live teaching session. Where a pupil is not attending, a member of the school's admin team will phone home to check that everything is OK. Teachers will monitor work submission and respond to any concerns as they would in class – in the first instance this will usually be done by messaging the child themselves and, failing that, they will be in touch with parents.

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:

Feedback for work submitted will be provided in a variety of ways and will be appropriate for the task and for the pupils.

Methods used include:

- individual written feedback posted on the work which has been submitted
- whole class written feedback on the class feed
- verbal feedback provided during a lesson or at the start of the next lesson
- recorded individual verbal feedback attached to a piece of work

As well as the class teachers, the support staff along with members of the senior leadership team or non-class based teachers may also post feedback which may be developmental and/or positive affirmation of the effort taken.

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:

Where we are aware of a child who may need that additional support, class teachers and / or members of the leadership team will make telephone calls home in the early stages of the provision to ascertain what additional support may be required.

It might be that some pupils are invited in to work alongside the critical worker / vulnerable pupils if this is going to ensure progress and engagement.

As the lessons progress, pupils will be invited to take part in individual or small group, virtual 'breakout sessions' with a support teacher to provide that additional instruction and support.

We will also endeavour to send home any additional resources which would ordinarily have been used in school to support.

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 approach take at Whitehill will be quite similar to the whole class / school remote provision. As long as the school is made aware before 8.30am on the first day of isolation, a Google Meet link will be made available from lesson one. Should we not be made aware until later in the morning, then the link may not go live until lunchtime.

The Google Meet link will allow the isolating pupil to watch the teacher teaching in class and listen to the instruction. The isolating pupil will then move to work with a pupil in class via the Chromebook and Google Meet link on the independent work.

Work can then be uploaded via the class link for the pupil to mark.