

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. We will be assessing the need for devices and internet provision and will address this as best we can.

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

Each year group has its own Google Classroom area. Each pupil has their own email address and password to access their area. Here the pupils will find an introduction to remote learning from the Headteacher, a welcome from their class teacher, a remote learning timetable and a number of videos, powerpoints and worksheets to support the lessons on the their remote learning timetable.

Ardley Hill Academy has used research from the Educational Endowment Foundation as a basis for our approach to remote learning.

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence->

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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- Our remote learning timetables allow us to teach the same curriculum remotely as we do in school wherever possible and appropriate. For example Maths (Numeracy) and English (Literacy) will be taught in the morning across all year groups. However, we have needed to make some adaptations in some subjects. For example, 4+ have allocated a PE session every day to ensure pupils mental and physical health is catered for. KS1 will have a phonics and topic input each day as well as a daily PE task. LKS2 have foundation subjects scheduled for each afternoon that will incorporate science, humanities and creative subjects such as art and design – they will also have a PE input each day. UKS2's remote learning timetable will closely follow their 'in-school' timetable with the addition on set reading lessons and a class reader.

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>Pre School – 4hrs</p> <p>4+ (Reception – 4.15hrs</p> <p>Year 1 – 4.45hrs</p> <p>Year 2 – 4.45hrs</p> <p>Year 3 – 4.45hrs</p> <p>Year 4 – 4.45hrs</p> <p>Year 5 – 5hrs</p> <p>Year 6 – 5hrs</p> <p>Teachers will be available for a 15min period in each set lesson throughout the day to give feedback, answer questions.</p> <p>A technical support desk has been created for parents who are having technical issue logging into Google classroom or accessing the content.</p> <p>Lessons will compromise of pre-recorded delivery via videos (Looms and Zoom presentations) as well as Powerpoints, activity sheets and interactive quizzes.</p> <p>There will also be a full assembly programme of Whole School Assemblies and Year/Key stage assemblies.</p>
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Accessing remote education

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

Pupils will have their school email address and password – if you do not have this please email us on Ardley.hill@ardleyhill.org.uk – to be able to access Google classroom

Signing in to Google Classroom

- Double click the left hand mouse button on the Google Chrome icon
- On the top right hand side of the screen there is a head and a body in a black circle
- Use the left hand mouse button to click this icon once
- It will open another window, click 'turn on sync' in the blue box
- This will open another window which will ask for your child's email address
- Input their school email address and click next*
- Another window will open asking for a password, input your child's password*
- If you have 2 children sharing this device, they must sign-in as themselves to be able to access their own Google classroom
- Once you are into to the Google home screen you will see a 9 dot square in the top right hand corner, click it once with the left hand mouse button
- This will open a new window with several icons
- Click the Google classroom icon (you may have to scroll down) once with the left hand mouse button
- This will open your Google classroom window, click on the title of your Google classroom, this will open your classroom and you can begin to work.

Teachers will also request pupils access additional online resources such as:

- Timetables Rocks Stars
- Purple Mash
- White Rose Maths
- Spelling Shed
- Fitter future
- Education City
- Phonics Play
- Read Theory

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 can apply for assistance with hardware devices by completing the form <https://forms.gle/Rp4PzQ5PCRR27Bex9> emailing the school Ardley.hill@ardleyhill.org.uk or ringing the school on 01582 667955
- Parents can apply for assistance with internet connection by completing the form <https://forms.gle/MSRNXGTvaanB3qpq7> emailing the school Ardley.hill@ardleyhill.org.uk or ringing the school on 01582 667955
- We have access to free data SIMS up to 30GB for 90 day usage for any family without an internet connection.
- Parents can also request hard copy packs for a particular Google Classroom, by emailing the school Ardley.hill@ardleyhill.org.uk or ringing the school on 01582 667955
- Hard copy packs can be brought back to school for marking, at this point the next hard copy pack will be given to the parent.

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:

- Pre-recorded teaching (e.g. video/audio recordings made by the pupil's normal teacher, from White Rose Maths videos,
- PowerPoints and PDF information sheets that will outline the content of the lesson
- Activity sheets that the pupils will be required to complete and submit either online, via picture or by hard copies
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Links to YouTube videos and other websites
- Links to pupils accelerated reading programme
- Textbooks and reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- There will be a full assembly programme for whole school, year group and key stage, that will incorporate pre-recorded videos and content

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?

In this section, please set out briefly:

- **expectations for pupils' engagement with remote education**
- we expect pupils to engage with at least 80% of the content that is posted online. This does not have to be within the confines of the remote learning timetable and will be assessed/monitored over the period of a week (or 2 weeks if work is being completed via hard copy packs) by the class teacher. We appreciate parents/carers commitments are different and it may help them to submit work at a time that is suitable to them.
- **expectations of parental support, for example, setting routines to support your child's education**
- Our ultimate aim is that parents/carers will support our remote learning timetables so pupils can benefit from the 'live' interaction from their teachers within the set lessons. However, if this cannot be completed we would encourage parents to access the remote timetable at the lesson they are able to and then go back to complete the task(s) set earlier in the day, so they don't miss the interaction completely. Pupils and parents can ask their teachers for help/guidance on the Google classroom stream or in the specific work set section, alternatively they can email the school on Ardley.hill@ardleyhill.org.uk

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

In this section, please set out briefly:

- Class teachers will check pupil's engagement on a daily basis via Google Classroom in all subjects across the remote learning timetable
- Any pupils that have not signed in or responded to tasks will be cross-referenced with the hard copy pack list and the list of pupils awaiting devices and those who are not on either list their parents/carers will be contacted initially after 3 days – email reminders will be sent, at the end of deadline for submission of work for each week, to pupils (and their parents/carers) who have not submitted work
- Where engagement continues you to be a concern and the pupils is not on the hard copy work pack list or awaiting a device Senior leadership will contact home for an explanation.

How will you assess my child's work and progress?

Our approach to feeding back on pupil work is as follows:

In this section, please set out briefly:

- Teachers will start the day with feedback and reflections from the previous day to address misconceptions and celebrating success.
- Feedback will also be given 'live' with the lessons on the remote timetable, this will be available for a 15min section of the lesson.
- Whole-class feedback will be given at the end of a week and during assemblies and registration time.
- Quizzes which are marked automatically via digital platforms will also be used.
- 'Fully' assessed tasks will also be used – these will be clearly identified to parents/carers with stringent guidance on how these should be delivered and completed.

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:

In this section, please set out briefly:

- Work for SEND pupils has been personalised to their learning needs, with additional hard copies of resources being sent home to those that are remote learning.
- The SEND pupils who have 1-1 support in school and are not in the Hub will receive additional LSA support during their remote learning timetable
- Children in 4+ and Y1 still have full access to Google Classroom, however the amount of time these pupils are expected to be learning online will be subject to reasonable adjustments. They will be encouraged to take part in practical hands-on activities related to their daily learning. For example they can upload videos or pictures of themselves completing activities such as cooking, counting/grouping objects or reading a story.

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?

There will be no difference. If a self-isolating pupil is well enough to work they will login-in to their Google classroom page and access the work that has been set for them. Given the fact they are isolating and potentially may have the virus certain PE activities may be restricted and an alternative provided.