



**HORNSBY HOUSE**  
SCHOOL

## **Provision for Remote Learning Policy**

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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

**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?**

Hornsby House will provide a full remote teaching timetable. This will include English and maths taught live each morning. In some year groups this might include an introduction for the whole class with children then taught in two smaller tutorial groups to target ability groups in a more focused approach. Apart from Reception, who have a set afternoon timetable, specific subjects will not be timetabled for each afternoon other than singing and PE. Instead, ten pre-recorded lessons in all other subjects will be posted on Teams at the start of the week allowing children/parents the flexibility of choosing one/two lessons per afternoon: Science, Music, Drama, MFL, Design Technology or Art. All work will be marked, and feedback provided through Teams assignments. Homework will not be set during a full lockdown

## 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:

EYFS - Reception	3 - 4 hours (see timetable in appendix A)
Lower School - Y1-2	4 – 5 hours (see timetable in appendix A)
Upper School - Y3-6	5 – 6 hours (see timetable in appendix A)

## Accessing remote education

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

- In Reception we use Class Dojo
- In years 1 – 6 we use Microsoft Teams

## **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:

- Laptops and iPads are available to borrow from the school should you need one. Please email [ITsupport@hornsbyhouse.org.uk](mailto:ITsupport@hornsbyhouse.org.uk) and we can arrange for a device to be made available for collection from the school office (subject to stock).
- If you have no internet provision at home, it may be possible for us to help you organise for a Wi-Fi dongle. Please email [ITsupport@hornsbyhouse.org.uk](mailto:ITsupport@hornsbyhouse.org.uk) to discuss this.
- If you are unable to print materials at home, please contact the school office.
- As our remote provision is online, there is an expectation, with the loan of a laptop/iPad and assistance in sourcing internet connectivity, that your child will be able to submit work via either Class Dojo or Teams. If this proves to be impossible then please contact the school office on 02086737573 and we will discuss how best to submit their work.

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

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

All our teaching is tailored to the specific year group.

We use a mixture of live and pre-recorded lessons. In the morning we have a daily pre-recorded school assembly, English and maths are taught 'live' as well as wellbeing, PSHE sessions and class stories. In the afternoon, we have a choice of a pre-recorded selection of subjects all created by our staff; Humanities (double lesson), Art (double lesson), DT, Spanish, Drama, Games and PE, with the addition of two 'live' PE lessons and a music session. The amount and type of provision is constantly being monitored and adapted to suit the children's learning needs.

The software we use for remote learning includes , but is not limited to:

- Class Dojo – Reception
- Teams Y1-6 – the platform for delivering the curriculum
- Busy Things – Lower School
- My Maths – Whole school
- Abacus – Maths, both Lower and Upper School
- Espresso – Lower and Upper School
- Planet Bofa – Year 5

## 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 expectation is that all live lessons will be attended by those children able to take part.
- Eight pre-recorded sessions are provided per week as well as 'live' afternoon sessions.
- The expectation is that the children will have participated in at least 5 of these sessions and uploaded the appropriate work.
- Information on remote learning protocol, as well as all login details and a copy of the Acceptable Use Policy is sent to all parents at the start of any return to remote learning.
- Class and subject teachers are always available via email to answer any questions you may have.

Please be reminded that parents should avoid participating in live lessons or recording them. Children who are participating in live lessons should always have an adult in the vicinity.

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

The expectation is that all live lessons will be attended by those children able to take part. Teachers make a note of any child who is absent from the lesson and follow that up straight away with an email or call to the parents to check that everything is alright. Any persistent absence from live lessons is reported to the class teachers (if they are not taking the lesson) the Head of Year and Designated Safeguarding Lead (DSL). This is then followed up by the DSL or a Deputy Designated Safeguarding Lead (DDSL).

### **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:

All of the children's work set in an assignment is submitted online either by taking a photograph or video and uploading it or by completing the assignment document. This is marked by the teacher or as a whole class (if live), assessed and returned to the children as soon as possible. In Teams this is done via the assignment section. The children are then expected to read the comments and if necessary, amend their work and reply to their teachers.

## 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:

- Our team of specialists creates a support lesson for the children who normally receive one to one lesson on site. The cost for these has been waived during the pandemic.
- The teacher will either reinforce or pre-teach daily topics. In some instances, specialist programmes are continued (for example phonics support or differentiated spelling support).
- The most vulnerable learners have been invited into school where they receive their lesson with the specialist face to face. We also have a learning support assistant on site 4 days per week; working with small groups, we help reinforce work set by the class teacher.
- The team also differentiate any of the worksheets where necessary.
- We call parents or keep in touch via email and respond to needs as and when they arise.
- With reception and year one we have called some children in on specified days and specialist staff work with them on speech, language communication needs (SLCN) or other areas of need.
- We also run small maths and English groups for year 2 and self-esteem/friendship groups where necessary.

## Remote education for self-isolating pupils

Where individual pupils need to self-isolate, but most 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?

### 1. Children who are unwell (COVID or other illness).

For children who fall into this category, our assumption is that if they are not well enough to attend school they are not well enough to be participating in lessons through the remote curriculum. Therefore, work will not be set. Should the illness and, therefore, the absence be prolonged the class teacher will be in contact to discuss how best to approach catching up. There may be some unusual situations (e.g. an injury such as a fracture) where a child may not be able to attend school but is well enough to access the curriculum. Again, the class teacher will discuss with parents the best approach going forward.

### 2. Individual children who must self-isolate.

Teachers will provide morning lessons in English and maths. Other supplementary activities will also be set in the morning such as spelling, PSHE, RE and languages. Years 5 and 6 will also receive lessons in Reasoning. These lessons will mirror what is being taught in school but teachers will use their discretion as to whether lessons will be live, recorded or a combination of the two. For example,

children might be expected to join the main teaching session live but then work independently at home on the assigned task. How the lesson is delivered will depend upon the subject matter and the age group. Work will be assigned through Teams, Dojo or by email as appropriate. In the afternoon, children will receive a pre-recorded lesson each day in either PE/Games, Music, Drama, Topic/Geography/History or Art.

### **3. A whole class or year group who must self-isolate, including full lockdown.**

Teachers will provide a full remote teaching timetable. This will include English and maths taught live each morning. In some year groups this might include an introduction for the whole class with children then taught in two smaller tutorial groups to target ability groups in a more focused approach. Specific subjects will not be timetabled for each afternoon other than singing and PE. Instead, eight pre-recorded lessons in all other subjects will be posted on Teams at the start of the week allowing children/parents the flexibility of choosing one/two lessons per afternoon: Science, Music, Drama, MFL, Design Technology or Art. All work will be marked, and feedback provided through Teams assignments. Homework will not be set during a full lockdown.

#### **Notes**

- We have designed our provision to allow for significant staff absence which is a real risk. We are confident that we can still deliver a broad curriculum should this be the case. Staff who are well but self-isolating will still be expected to teach their lessons remotely.
- If parents inform teachers of their child's absence first thing in the morning, it may not be possible for them to respond immediately. Therefore, teachers will be in contact by lunchtime at the latest to set some work for that day with children able to join remote learning the following morning.

## Appendix A – Examples of remote learning timetables

### Reception

Reception	Monday	Tuesday	Wednesday	Thursday	Friday
A daily live tutorial with the class teacher will be offered. These will be individually timetabled on a weekly basis and offered at the following times: 10am, 10.30, 2pm and 2.30pm.	8.30am: Pre recorded welcome on Dojo LS Assembly	8.30am: Pre recorded welcome on Dojo LS Celebration Assembly			
Morning	Phonics	Phonics	Phonics	Phonics	Drama
	English	English	English	English	Music
	Maths	Maths	Maths	Maths	Feel Good Friday
	L	U	N	C	H
Afternoon	Wellbeing	Wellbeing	Wellbeing	Wellbeing	Feel Good Friday
	Topic	French	PE	Computing	Feel Good Friday
	3 o'clock Story Time	<b>3 o'clock Whole Class Zoom</b>			

### Year 2

YEAR 2	Monday	Tuesday	Wednesday	Thursday	Friday
Live lessons shown in green	Log on Assembly	Log on Assembly	Log on Assembly	Log on Assembly	Log on Assembly
8.30 - 9.00	Monday Welcome	Wellbeing	Wellbeing	Wellbeing	Friday Farewell
9.10 - 9.40	English A Phonics	English A Phonics	English A Phonics	Reading 1:1 Finishing	English A Reading 1:1 H'writing/ Home spelling quiz
9.50—10.20	English B Phonics	English B phonics	English B Phonics	Wednesday Focus Task Phonics Activity	English B Reading 1:1 H'writing/ Home spelling quiz
	B	R	E	A	K
10.50 —11.20	Maths A Maths task	Maths A Maths task	Maths A Maths task	Maths A Maths task	Reading 1:1 Maths times tables
11.30 – 12.00	Maths B Maths task	Maths B Maths task	Maths B Maths task	Maths B Maths task	Reading 1:1 Maths times tables
12.10— 12.30	Story	Story time	Storytime	Storytime	Story
	L	U	N	C	H
Afternoon	Ten lessons have been pre-recorded for the afternoons: Art, DT, Science, Topic, RE, French, Music, Games and PE x2 and Drama. The number of lessons, and timings, can be chosen to suit the needs of your child.				

## Year 4

Year 4	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Live lessons shown in green</b>	Log on Assembly	Log on Assembly	Log on Assembly	Log on Assembly	Log on Assembly
8.30-9.30	<b>Maths</b>	<b>Maths</b>	<b>Maths</b>	<b>Maths</b>	<b>Maths</b>
9.40-10.40	<b>English A</b> English Task	<b>English A</b> Hand-writing	<b>English A</b> Online activity	<b>English A</b> VR	<b>English A</b> PSHE
	B	R	E	A	K
11.10– 12.10	<b>English B</b> English Task	<b>English B</b> Hand-writing	<b>English B</b> Online activity	<b>English B</b> VR	<b>English B</b> PSHE
12.20– 12.35	<b>Wellbeing</b>	Reading <b>Guided Reading Group</b>	<b>Verbal Reasoning</b>	Reading <b>Guided Reading Group</b>	<b>Wellbeing Class Story</b>
	L	U	N	C	H
Afternoon	<p>Ten lessons have been pre-recorded for the afternoons:            Art, DT, Science, Humanities, RE, French, Music, Games and PE x2 and Drama.            The number of lessons, and timings, can be chosen to suit the needs of your child.</p>				

## Year 6

Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Live lessons shown in green</b>	Log on Assembly	Log on Assembly	Log on Assembly	Log on Assembly	Log on Assembly
8.30–9.30	Reasoning	<b>English</b>	Reasoning	<b>English</b>	<b>PSHE</b>
9.40-10.40	<b>Maths</b>	<b>Maths</b>	<b>Maths</b>	<b>Maths</b>	<b>Maths</b>
	B	R	E	A	K
11.10– 12.10	<b>English</b>	<b>Guided Reading Group</b> Project	<b>English</b>	<b>Guided Reading Group</b> Project	<b>English</b>
12.20– 12.35	<b>Class Story</b>	Wellbeing <b>Live for 1/3 of class</b>	<b>Class Story</b>	Wellbeing <b>Live for 1/3 of class</b>	Wellbeing <b>Live for 1/3 of class</b>
	L	U	N	C	H
Afternoon	<p>Ten lessons have been pre-recorded for the afternoons:            Science, RE, Music, Art, DT, Humanities, Spanish, Drama, and Sport x 2.            The number of lessons, and timings, can be chosen to suit the needs of your child.</p>				