



Hazeldown Primary School

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Remote Learning information for Parents

The following information outlines our approach to remote learning:

How long should my child be working for?

It is important for your child to adhere to the expected duration of learning for their year group which is outlined by the government.

The minimum amount of learning time for KS1 pupils is **3 hours per day** and for KS2 children, it is **4 hours per day**.

The daily learning time consists of a combination of the following:

- Pre-recorded lessons using expert practitioners from White Rose Maths and The Oak National Academy;
- Tutorials from our teachers;
- Worksheets, questions and activities;
- Zoom teaching sessions led by our teachers.

Each day, all children are expected to complete:

- 1 x maths lesson (40 minutes KS2/ 30 minutes KS1 and FS)
- 1 x literacy lesson (50 minutes KS2/ 40 minutes KS1 and FS)
- 1 x grammar/punctuation/spelling lesson/phonics sessions (35 minutes KS2/ 20 minutes KS1 and FS)
- 1 x teacher Zoom session (45 minutes)
- Times Table Rockstars/Readiwriter/Numbots (30 minutes KS2/ 25 minutes KS1)
- SOLE tasks (40 minutes KS2/ 20 minutes KS1 and FS)
- Daily reading (In addition to the recommended amount of learning time).

The timings are a rough guide which equate to the minimum amount of daily learning time. Remember, you can be flexible with this. It is important to find a routine that works for your family- we will continue to support you with this.

It is important to let your child's teacher know if:

- a) You feel that your child is consistently doing more than the recommended amount of learning and it is becoming too much;
- b) You feel that they are completing the learning quickly and that they would benefit from being given additional work.

What will the learning look like?

Literacy

For Literacy, we will be using lessons available on The Oak National Academy website <https://www.thenational.academy> which include pre-made teaching tutorials delivered by experienced practitioners and subsequent activities to carry out. (Make sure you are not signed in to your Google accounts before clicking the lesson links).

Maths

For Maths, we will be using lessons designed by White Rose (which is the approach we follow as part of our curriculum). This will include a lesson tutorial, slides and questions to complete. Answers will also be available so that the work can be self-assessed.

SOLE (Self Organised Learning Environment)

Weekly SOLE tasks which link to your child's topic will be provided and accessible via the Google Drive.

Due to the fact that the expectations from the DfE are much higher, stating that we must continue to offer the full curriculum even when the children are at home (which needs to be as close as possible to our offer when the pupils are with us at school), it is a requirement that all children complete the above learning tasks. The maths, literacy and SPaG tasks must be completed in the morning. However, the SOLE tasks can be carried out at a time that is convenient for you.

We are aware that every family's situation is different so still want to do our best to offer flexibility where we can.

PE

A document full of exciting PE activities containing links to a number of useful websites is also available for the children. This includes: Cosmic Kids Yoga, Joe Wicks, Just Dance, Glenn Higgins Fitness, Go Noodle and Netflix. Furthermore, our teachers are uploading a weekly PE challenge at the start of each week.

How do pupils access the work?

- Children access the work using their Google Drive accounts.

- Teachers create a Week Beginning folder (WB).
- Teachers produce a weekly overview document explaining to the pupils and parents what the expectations are for the week.
- This document includes 5 links to maths lessons, 5 links to literacy lessons and 5 links to the grammar/punctuation/spelling lessons/phonics sessions
- It will also include information about the SOLE tasks
- A separate SOLE folder is created within the WB folder which will include all the necessary resources relating to their current learning journey.

How do teachers give feedback?

- Teachers host 3 x daily Zoom teaching sessions to review the learning. Teachers split the children into three groups which are listed on the weekly overview document (first names only). Group timings are consistent on each day. E.g. Group one: 12:00pm, Group two: 1:00pm and Group three: 2:00pm.
- Teachers use some of their mornings to host additional daily Zoom sessions for smaller groups who either require extra support or perhaps need to be challenged further. These pupils are invited by the teacher via email or phone call.
- The Zoom sessions are used to assess the children's understanding of the morning tasks by sharing some of the content and modelling the strategies, carrying out an interactive group discussion and picking up on misconceptions. It's also a great opportunity for the teacher to celebrate the children's work with them.
- Teachers' meeting IDs are written on the planning document. The password for all meetings is 'Hazeldown'
- It is an expectation that all children attend the sessions so that the work can be discussed with the teacher. We track the attendance in the same way as we would if they were with us in school. Children/parents are contacted if they do not attend the zoom session.

End of week assessment

- Teachers create one Google Form summary-style quiz for maths and one for SPaG so they can assess pupils' understanding.
- Links to these quizzes are put onto the weekly overview document under 'Lesson 5'
- Children submit their literacy and SOLE work by emailing the teacher directly E.g. tevens@hazeldown.co.uk or by sending paper copies to the school.

Differentiated learning

- For SEND pupils, our teachers create additional weekly overview documents which are shared with individual children (via the Google Drive). This will follow the same format but the lessons and activities will be appropriate for their level of understanding.
- Our teachers arrange additional Zoom sessions during the week for certain groups of children: this could be a group of children needing more support or a group of children working at greater depth who we'd like to challenge further.

How can we support you to access the remote learning?

- If you do not have suitable devices for your child to access the learning online, we can lend you a school chromebook. All children are familiar with these as we use them on a daily basis.
- If you have difficulty accessing the internet or your Wi-Fi speed is low, we have created an 'offline' learning folder which is accessible on the Google Drive. This gives you the option of downloading all the documents you will need for the week so you do not have to work on them 'live'. The folder also includes the PowerPoint slides used in the teaching sessions.
- If you have no access to the internet, we can send home paper copies of the learning. You will be able to send the work back to us at school via post or you can drop it off at the office.
- If you cannot access the zoom sessions, our teachers can discuss the learning via a telephone call.

Safeguarding and GDPR

Please see our video conferencing policy which is accessible via the website. This must be adhered to during every live Zoom session. The policy has been created in consultation with SchoolPro (our Data Protection Officer) and using guidance from Babcock, Partners in Education.

Each Zoom session will be recorded by the teacher and stored in line with our GDPR policy on our secure school system. In addition to the member of staff hosting the Zoom sessions, the video files can only be accessed by our designated safeguarding officers. The videos will not be looked at unless a safeguarding concern is raised.

Helpful tips to support your child at home:

We completely understand that the circumstances in every household are different yet the expectation for remote learning outlined by the government remains the same for all pupils. We know that this can prove difficult for parents- especially when you are doing your best to support the learning whilst looking after younger siblings; whilst balancing your career or whilst dealing with other family matters. Therefore, we want to support you in every way that we can. Below are a few suggestions that could help:

- **We have ensured the remote learning is as flexible as it can be:**
 - The links to the lessons can be accessed when it best suits you. Ideally they need to be completed before the Zoom session with the teacher in the afternoon so that the teachers can check the level of understanding, give feedback and share helpful strategies.
 - Due to the fact that the full week's-worth of lessons are available in advance, it might be more convenient for your child to complete the next day's learning at some point during the day before- if you know the morning is going to be a difficult time.

- On occasions, if the work can't be completed before the zoom session, please let the teacher know and we can make other arrangements.
- The SOLE tasks can be completed at any time and recorded in a way of your choice. This could either be submitted to the teacher via email, sent in to school or kept as a paper copy until we're all back together.
- If your child does not understand the learning, do not panic. Let the teacher know and they'll be able to arrange additional Zoom teaching sessions with them.
- **Routines and planning ahead:**
 - If you can, setting up consistent routines for your child will help them be more productive. Where possible, completing the activities at the same time each day, in a familiar order, will help to become part of a daily routine that they become used to.
 - Creating a timetable for the week to stick up will also be really helpful. It is worthwhile doing this with your child so you can agree on break times etc.
 - Try to distinguish between home and school by setting up a calendar with the children and crossing off each day when 'school' finishes - that way they have clarity over when it's a 'school' day and when it's the weekend, which for the younger children in particular, is a good way of breaking down the week visually.
- **Creating a designated working space:**
 - Setting up an area in a room which is used just for work will help children separate their school work from their usual home-life- without the distractions of TV, gaming etc.
- **Dressing for the occasion:**
 - It might seem silly but there is a lot of evidence that dressing for work improves performance. It can be tempting for your child to stay in pyjamas or a dressing gown whilst they work but they will be more focused and productive if they get dressed in something smarter (even their school uniform). When they finish, they could change back into something different which subconsciously tells them it's time to relax.

Finally, we really do not want the learning experience to be a stressful situation for you and your children. If there are days where it is just not working... have a break from it all... let us know and we will help in any way we can.