



## Three Hares Remote Education Plan

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.

### Specific Aims

To outline our approach for pupils who will not be attending school, as a result of government guidance.  
To outline our expectations for staff that will not be attending school due to self-isolation or shielding but that are otherwise fit and healthy and able to continue supporting with the teaching, assessing and planning for pupils.

### Who is the plan applicable to?

In line with government guidance, pupils who are not deemed 'vulnerable' or the children of critical workers will be required to stay at home and continue their learning; pupils, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough
- A high temperature
- A loss of, or change to their sense of smell or taste
- Have had a test which has returned a positive result for Covid-19

This plan outlines expectations for a class bubble or partial school closure, as well as individuals who are self-isolating. Pupils who are isolating due to health issues (based on government advice) will be supported on a case by case basis. Pupils who already have access to Google Classroom, where possible will access their learning using their login.

### Remote learning for pupils

We will provide links to appropriate remote learning for pupils who are not able to attend school so that no-one need fall behind. In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents.

The Three Hares Primary Schools have used research from the Educational Endowment Foundation as a basis for our approach to remote learning.

When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

### Curriculum

The Three Hares Primary Schools know that there has been much disruption to children's education,  
January 2021

therefore, is committed to ensuring that all children continue to receive a quality education should the need for remote learning arise.

Our approach includes a blend of paper resources, online learning using Google Classroom for KS2 pupils with younger children in EYFS and KS1 being supported through additional platforms such as Seesaw (South Tawton), Class Dojo (North Tawton) or Tapestry (EYFS, Chagford).

Some examples of our remote teaching approaches:

- live teaching (online lessons) including some virtual face-to-face sessions through Google Meet or Microsoft Teams.
- recorded teaching (e.g. 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

and resources available through online learning platforms such as:

- BBC Bitesize
- White Rose Maths
- Ruth Miskin/ YouTube for Read, Write, Inc. Phonics
- Times Tables Rockstars

The remote learning set for children will be in line with the learning that would take place in the classroom, so the teachers will provide resources that deliver the main aspects of the curriculum plan; this includes Relationship and Health Education.

The remote learning set by the teachers will follow the long-term curriculum plan *wherever possible and appropriate* for their class so that children can continue to access the relevant curriculum for their year and keep up.

The governors and senior leadership team of The Three Hares Primary Schools are fully aware that these are exceptional times and each family is unique, and because of this we will approach remote learning in ways which suit their individual needs. It is important that children *engage* with the remote education provided so that they don't fall behind with their learning, but we realise that the circumstances that cause our schools to close will affect families in a number of ways. Communication is essential and we would ask that if there are circumstances that mean a child cannot engage at least partially with the remote education that their parent speaks to the teacher. We can then work together to find a means of providing remote education that works for that family's circumstances. In our planning and expectations, we are aware of the need for flexibility from all sides:

- parents may be trying to work from home so access to technology as a family may be limited;
- parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation.

Teachers will provide daily learning with a variety of activities to be completed in line with DfE guidance:

- Key Stage One – 3 hours a day
- Key Stage 2 – 4 hours day

The expectation for daily learning will be:

- Daily maths lesson
- Daily English lesson (Key Stage 2)
- Daily phonics lesson (Foundation Stage and Key Stage 1)
- Each day there will be a lesson for one of the foundation subjects (science, history, geography, music, computing art, PE etc.)

- Each week, the usual timetable of curriculum subjects will be covered.

*Where live lessons are scheduled at times which overlap for families with more than one child, but with limited numbers of devices or bandwidth, we would ask that parents and children don't become anxious or stressed, but merely enable and encourage their children to attend as many sessions as possible. It is perfectly acceptable for parents to encourage children to keep physically active and engage in exercise during the school remote timetable, as they would if they were in school.*

### **Additional Support for Pupils with Additional Needs**

Teachers will provide where appropriate some adapted learning resources for children with additional learning needs, i.e. SEND or where English is an additional language. Small group interventions through Google Meet may be provided to support pupils with their learning. The SENDCO, Chloe Bennett will make contact with families identified as vulnerable to discuss additional support required. Small group work may also be provided where appropriate for precision teaching or pre-teaching.

### **Teacher Expectations**

Teachers will plan lessons that link directly to the curriculum focus for that year group and will provide resources to support tasks for home learners.

The information will contain:

- website links needed to access home learning resources along with clear information about the learning. This will include reference to daily tasks for relevant subjects
  - links to daily English and/or phonics lessons
  - links to daily maths lessons – these will predominately be linked to the White Rose Maths curriculum however teachers may provide further resources and guidance.
  - worksheets to accompany lessons will be available to download or for parents to collect from the school in a socially distanced way.
- ✓ Staff will add these resources to their class blog, and/or Google Classroom electronically and it will be the responsibility of families to print/use these resources at home (or contact the school to ask for a 'paper pack')
  - ✓ Teachers will communicate daily with pupils via Google Classroom or other relevant platform as detailed above, providing support and feedback to work submitted.
  - ✓ 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.
  - ✓ Pupils will continue to be assessed using a variety of methods e.g. White Rose (maths) assessments, teachers' assessment of written and other work, with action points raised for pupils' attention.
  - ✓ Teachers will respond promptly, within reason, during the school day, to requests for support from families at home. This should be done via Google Classroom or email.
  - ✓ Teachers will receive training and guidance so that they are confident in using the Google Classroom. Members of the leadership team and IT support team at DMAT are available to support any teachers when setting and accessing remote learning resources.
  - ✓ Teachers will make sure all children (and parents) have access to logins.
  - ✓ Teachers will keep a daily record of pupils' engagement with home-learning, participation in live teaching sessions and maintain an achievement record, as they would if children were completing work in school.
  - ✓ Where lack of engagement with work being set becomes a concern e.g. lack of contact with the school, or where work is not being submitted at an acceptable standard, appropriate to the child's ability, teachers or the Head of School will make contact with the family and may request a home visit, following social distancing government guidelines.

### **Family (pupil/parent/carers):**

Where possible, it is beneficial for young people to maintain a regular and familiar routine. The Three Hares Primary Schools recommend that each 'school day' maintains structure. A suggested timetable will be made available to children/families as a guide each day on the school website class blog or Google Classroom. This includes daily reading for pleasure.

If a class bubble is isolated, the children will be sent home with their home reading book in addition to their English and maths books where appropriate and possible; where Google Classroom is already operational, children will be required to submit work through this platform.

Should anything be unclear in the work that is set, parents can communicate with class teachers via the class email address or by contacting the school office. They should make clear which year group and subject the question relates to.

We encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school straight away and alternative solutions will be made available (e.g. paper copies of work, loan of devices where possible/appropriate etc.). These will be discussed on case-to-case basis.

To establish which families may need further support or access to IT equipment, school leaders will survey parents so that any potential barriers to children accessing online learning can be addressed as soon as possible.

To help parents to feel confident when helping their child to access remote learning, teachers and leaders will communicate via email and the school website.

### **General absence through non-Covid illness, medical appointments etc**

- If your child is absent from online learning for any reason that is non-Covid related, you must report this to the school, as you would have done during normal times.
- Please email the school or call and leave a message on the answer phone with the details and duration of the absence before 9.00am each morning for the full period of the absence. The administrator will then let the teachers of your child know.

### **Expectations of Children**

Children who are learning at home are expected to:

- ✓ engage as fully as possible with the work set each day, including participating in Google Meet / face-to-face sessions with the teacher
- ✓ participate sensibly during online class sessions and assemblies, following the usual expectations of behaviour as they would in school
- ✓ complete and submit work in a timely fashion for feedback from the teacher
- ✓ respond and act upon feedback provided by the teacher
- ✓ endeavour to maintain a good learning routine, with the support of their parents/carers

### **Remote teaching for staff who are self-isolating**

Teaching staff are required to self-isolate if they have been in contact with a positive case, show symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this. If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence.
- It is expected that staff get tested. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.
- Whilst self-isolating, and if able to do so, non-teaching staff will be given an individual project to work on which is in line with whole school improvement priorities or asked to support with the

online learning provision for their year group. These projects will be communicated by their line manager, or Head of School and will be allocated on a case-by-case basis.

- If unwell themselves, teachers will be covered by another staff member for the sharing of activities. Communication and planning during this time will not be undertaken until the teacher is fit to work.

We are committed to ensuring that all children, whether learning in school or at home, continue to receive the best possible education in these challenging circumstances. We continue to strive to support our children, parents and staff to achieve this aim.

Thank you for your support.

**Heads of Schools: Sarah Marvin, Sunita Chauhan and Tara Penny**

**Executive Headteacher: Elizabeth Underwood**