



# The Halifax Academy

**Primary Phase remote  
education provision:  
Information for parents.**

**Dear parents and carers,**

In this document you will find guidance and key information on how we will provide remote learning for your child in the event of short-term self-isolation or a national lockdown.

Should you have any questions about any of the specifics within this guidance, or any questions in general about remote learning, please do not hesitate to contact the Primary phase office.

Thank you

Richard Shaw

Head of Primary Phase

## **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.

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

In the event of children needing to be sent home due to a positive case or a national lockdown, your child may initially be sent home with a work pack to cover a couple of days. This will relate to the core subjects of reading, writing and maths. Within a period of no more than 48 hours, children's learning will switch to our remote learning platforms (Tapestry for EYFS and Year 1, Teams for Years 2-6). All lessons and activities will then be conducted on these platforms unless a physical work pack has been negotiated with yourselves.

## **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?**

Throughout any period of isolation, the intention will be to deliver a curriculum and content that is broadly similar to that which your child would experience in school, however due to the physical constraints of remote learning, adaptations would have to be made to the curriculum content.

Daily lessons will include:

- Reading - this may include phonics lessons for EYFS and Year 1 pupils
- Writing
- Maths
- Literacy key skills – such as grammar, spelling, punctuation

In addition, lessons may also be provided on the foundation subjects such as:

- History, Science, Geography, RE, PSHCE, ART and DT

Due to the physical nature of their delivery, the teaching of PE and Music may be limited to the use of instructional video recordings and individual challenges.

## 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 1	Up to 3 hours per day – for younger pupils in EYFS/Year 1 it is not the intention for the child to be sat at a screen for this period of time. Activities will include challenges that can be completed away from the screen with the end result being uploaded to the learning platform
Key Stage 2	4 hours per day (3-4 hours for Years 3 and 4).  This will comprise a range of teaching and learning delivery styles designed to meet the needs of all children.  There will be live daily check-ins for all pupils in Years 2-6.  Individual lessons will take the form of live delivery, pre-recorded guidance, independent tasks and links to other educational resources such as Oak Academy.

## Accessing remote education

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

For EYFS and Year 1 children remote learning will take place on the Tapestry platform. For all other pupils remote learning will take place using the Microsoft Teams learning platform which can be accessed from PCs, laptops, tablets and mobile devices (the Teams app can be downloaded from the app store). If you have difficulties accessing these platforms, please contact the school office.

**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:

If you have difficulty accessing any of the platforms for remote learning please contact the Primary phase direct on either: 01422 430480 or [primary@thehalifaxacademy.org](mailto:primary@thehalifaxacademy.org)

As a school we recognise that these are difficult times for all families and we will always seek to support you through this.

Where possible we will provide further assistance to families who cannot access remote provision by:

- Supplying laptops or tablets – these will always be prioritised to those with zero ability to access remote learning first of all.
- Issuing sim cards and dongles (subject to availability) to allow for a reduction in data usage.
- Providing physical work packs for those who cannot access remotely or where a physical pack is more appropriate due to pupil need.
- (In the event of national lockdown only) Providing access to learning in school for those children who are deemed vulnerable and unable to access remotely.

## How will my child be taught remotely?

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

### EYFS/Year 1:

Children in this phase of learning will receive the majority of their teaching via recorded instruction (Tapestry does not have a live lesson capability). These will include:

- Teacher-led recordings linked to school led activities
- Teacher-led recordings linked to other agency activities (phonics, Oak Academy)
- Independent learning tasks guided by the teacher
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

Work to be completed and evidenced on Tapestry.

### Years 2 - 6:

- Daily (twice daily) instructional check-in to set the work agenda for the day
- Live recorded lessons Years 4 - 6 – English and Maths
- Recorded teaching with school-led activities
- Recorded teaching linked to other agency activities (Oak Academy, Junior Jam)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

Work to be completed and evidenced on Teams.

## 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?

Throughout isolation/lockdown we expect all pupils to complete the given tasks on a daily basis – exceptions for this will be made where a pupil is ill.

Parents will need to support their children by ensuring that a clear routine is established for the child. This should include:

- Ensuring the child goes to bed at a reasonable time.
- Having the child up, dressed, breakfasted and ready to work for normal start of school time.
- Helping to provide an area for their child to work in.
- Parents may need to provide support for younger pupils accessing devices etc.

Older children should be expected to complete tasks independently as they will be set to a level appropriate to the age of the child – they may need support with maintaining concentration or focus.

Any concerns should be passed to the school office.

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

In order to support families through isolation or lockdown we will employ the following systems:

- If a child is actively engaging with work we will contact once a week for a welfare and education check.
- Where a child is not engaging with work we will call each day to discuss the matter and assist going forward until the engagement improves.
- If we are unable to maintain contact after 3 days we will have no choice but to escalate the issue to the next level due to our duty of care.

## **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:

In order to assess children's understanding and progress we will employ a range of strategies. These will include:

- Individual comments relating to submitted pieces of work
- Group comments (verbal or written) to cover areas of development across a piece of work
- Live lesson class quizzes and questioning to ensure understanding and clarify misconceptions
- The use of live lesson elements or recordings to deal with any gaps in understanding that pupils may have demonstrated.
- Summative quizzes to check end of unit understanding

## **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:

As each child is individual then our approach to supporting children with SEND will also be individual. As such we will discuss with each family and provide a range of options that may include:

- Individual weekly meeting – via Zoom or telephone to discuss provision
- Pupil individual meetings – linked to needs
- Bespoke programmes of study
- Blended learning to include both remote learning and physical packs
- Provision linked to IEP and EHCP targets



## **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?**

If your child is isolating and their main peer group is not then the school will chose an approach that best fits the individual circumstances and the nature of the isolation. Children who are ill will only be expected to complete work when they are able to do so.

The school leadership will decide upon the best approach given the particular circumstances of the isolation.

As previously stated, if any parent has any concerns or questions they should contact the school office.