



February 2021

Dear Parents and Carers,

Firstly, thank you for supporting your child's learning in these difficult times! We know how difficult it is to juggle your job and your other responsibilities and to find time to work with your child.

This brief guide has been written to explain how we are providing remote education at Hackney New Primary School. Our decisions are based on evidence that is now being published, by Ofsted and the Education Endowment Foundation, amongst others. Please also read the information on our website (<https://hackneynewprimaryschool.org/>)

Hours of Education

The government expects that children who are being educated remotely should be provided with the minimum hours of education set out below

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day
- Key Stages 3 and 4: 5 hours a day

This time should 'include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently.'

At Hackney New Primary School, we are providing an English and maths lesson every day, and a full lesson in one other subject. In addition, we provide a daily levelled reading book, three times a week multiplication tables practise, Grammar, Punctuation and Spellings learning and Phonics or Spellings and story time. Children also have access to number bots, times table rockstars, bug club programmes at any time if they would like to do some additional learning.

Whilst we understand that sharing devices can make it tricky for siblings to complete their work during the school day, please make sure your child stops working in time for them to wind down before going to bed.

Curriculum Continuity

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, Art, Science and Design and Technology have been adapted in order that they can be carried out with reduced resources at home. Maths is being delivered through the White Rose maths materials; these have been developed by a team of maths specialists especially for this academic year, to account for gaps children may have from last year and to ensure deep coverage of key concepts in the face of disruptions to learning.

Evidence and our provision

What the research says	What we have done
<p>Children learning remotely may have reduced concentration. This can be for many reasons - there may be distractions at home, and we know you cannot always directly supervise your child's learning</p>	<p>Changed the structure of lessons to include short sections, with a mix of listening time and practical activities, to suit what is being learnt. We do not expect children to watch and join in for an extended period.</p>
<p>The learning process is the same. Children are learning in a different environment, but their brains still work the same way to acquire and develop new knowledge and skills.</p>	<p>Lessons still include what we know works in the classroom e.g. recapping previous learning, focusing on a clear learning objective, providing examples or models, and having time for children to practise independently. Exactly what happens in each lesson will vary, depending on the subject, topic and learning objective for the lesson</p>
<p>Keep it simple. Children may not be able to ask for help.</p>	<p>Units of work are planned so they follow a sequence, so children can build on what they already know, and focus on essential learning only</p>
<p>Assessment and feedback are essential. Children need information from their teacher that tells them how well they have done and what they need to improve, and this is an area where live interactions can make a difference</p>	<p>Feedback is being provided in a number of ways. This may include uploading answers so pupils can mark their own work; using electronic quizzes; uploading general feedback to a class or group; brief individual marking. Where it has the most impact, teachers will mark uploaded work in depth. Teachers have also been organising feedback sessions so your child can talk directly to them about their learning, what they are finding difficult, and where they need more challenge.</p>

Live lessons aren't always best. Some think that a live lesson is the 'gold standard' of remote education. This isn't necessarily the case. (Ofsted, 'What's working well in remote education', 11/1/21)

The Education Endowment Foundation's research summary states - Teaching quality is more important than how lessons are delivered Pupils can learn through remote teaching.

Ensuring the elements of effective teaching are present (for example clear explanations, scaffolding and feedback) is more important than how or when they are provided. There was no clear difference between teaching in real time ("synchronous teaching") and alternatives ("asynchronous teaching"). (EEF, Rapid Evidence Assessment Distance Learning, 21/4/2020)

What is more important is the quality of the curriculum, the sequence of learning within a unit of work, and the planning of learning that children can complete successfully at home

Complications with live learning include

- Pupils not having access to technology when they need it - many households do not have enough devices for all children
- Parents have many commitments, and may not be available when a live lesson is broadcast; it is therefore more useful to have a lesson available to use at any time

We are developing our use of 'live time' in areas we know it makes the most impact on learning, for example with Phonics/Spellings, English and Maths.

We know children are more engaged if they feel part of their school community, so we are providing attendance, well being sessions, storytime and assemblies including end of week celebrations.

We know they benefit from the chance to get direct feedback, so we will be giving feedback to our children in a range of ways such as live sessions and oral or written notes on the learning uploaded.

Children's wellbeing is being supported by either live sessions or activities. If children are feeling worried and would like to talk to a teacher then they can fill out the google form called 'The way I feel...'

Contact with School Staff

It is really important to us that children maintain their relationships with the school team. For this reason we have set up the following opportunities for your child to connect with staff

There are 'live' group sessions each week with a member of your child's team and it is imperative that your child attends them. If they do not attend a member of your child time will contact you either via phone or door step visits.

Remote education for EYFS children

<u>Maths</u>	<u>English/Topic</u>	<u>Phonics</u>	<u>Other Curriculum Areas</u>	<u>Reading</u>	<u>Story Time</u>	<u>Assembly</u>
3x live sessions on Zoom with 2x activities on Tapestry	3x pre recorded sessions on Tapestry 2x English activities on Tapestry	5x live sessions on Zoom	1x pre recorded lesson per curriculum area will be uploaded on Tapestry	Bug Club - with the expectation to read every day.	5x live story time on Tapestry	Live PSHE and live Celebration on Zoom

How can I help my child to learn at home?

1. Be a good role model; set a great example by keeping to your own routines even if you are not leaving the house e.g. getting up at the same time, getting dressed, keeping mealtimes, eating healthily, leaving the house to get air and exercise each day etc.
2. Set a positive tone
3. Create an effective learning environment. Where possible children should have a table to work at and a suitable chair. Turn off background noises such as the television or radio and remove distractions such as toys or games from their work area.
4. Structure your morning as you would if they were attending school; try and stick to the same times for getting up, having breakfast, getting dressed etc. This allows your child to learn when at the time of day when they are most fresh.
5. Build in breaks for playtime and physical exercise
6. Establish a reward system. This does not need to focus on material things. It could be as simple as earning 3,5, or 10 ticks on a chart (choose an age appropriate amount) for specific learning behaviours in order to achieve playtime with you of their choice, or device time. You know your child best and will know what motivates them.
7. Prioritise your support for work your child finds more difficult, there will be some work they can do more independently
8. Accept there will be trial and error; we are all learning as we go!
9. Incorporate art and music into their day
10. Work in partnership with teachers
11. Communicate with teachers; let staff know what is working well as well as what has been less successful
12. Support your child to connect with friends and family during their breaks or after their learning time



I can't supervise my child all of the time. What should I do?

Break down your child's learning time into smaller chunks e.g. 3 or 4 parts. Find times in the day when it will be *easier* for you to support your child. This may mean doing an hour before 9am or overlapping an hour of learning with your lunch break.

For younger children, aim to support them with the start of the lesson/learning activity. For most children it is reasonable to expect that they can work independently when given some focussed learning goals: "I want you to tell me your first sentence/tell me about your first paragraph then write it by yourself before I come back to you."

For older children, ask them to watch their lesson and jot down any questions they have, or the timing in the lesson that they have a question about and then come to you at the end of the lesson with all of the questions.

Use rewards to support your child to become independent. A good motto for rewarding children is 'presence, not presents'. If they seem 'needy' for your time, use this as the reward for their independence. For example, every time they work on an activity by themselves (if completion of an activity is tricky, focus on their effort, over their completion) they can earn a point and when they reach 5 points you can *do something together of the child's choosing* (this could be at the end of the school/working day or at the weekend).

My child is struggling to complete all of the work set and is getting anxious.

Reassure your child that part of learning is working through difficulties and this is a normal and positive part of the learning process. Complete what is manageable, stop before things become negative and praise your child for what they were able to do.

Telling us what your child found difficult is helpful; let your child's teacher know which part of the lesson they struggled with via sending a private note using Google Classroom and if any difficulty contact the school office. The teacher will either follow up with your child individually or adapt learning activities so they are more manageable in subsequent lessons.

How can I help my child to learn when I am unsure of the lesson content?

It's okay to not know everything in your child's curriculum. You are there to guide and facilitate your child's learning and not to replace the teacher. This is a great time to be a role model for being curious and how to learn. You might say, "I don't know all the answers myself, let's find out the ways to learn this." Or, you might say "We've had a good try at figuring this out, let's pause for now, explain to your teacher what we tried, and ask for their help."

My child lacks motivation. What can I do as a parent to help?



It is hard for us all to be motivated to work when we are at home and it is easy to put things off when we don't have any of the structure we normally have by getting to school or work.

Try and begin your day as you would for the school day: get up at the same time and follow your getting dressed and breakfast routine. Maybe even leave the house for a walk around the block or local park to help wake everyone up.

Break learning down into manageable amounts. You can create a simple visual of this on a piece of paper for your child and include their breaks between subjects - include the learning blocks and the break blocks.

Ensure your child has breaks from learning, and use these breaks to incentivise them; let them plan how they will spend their next break so they can look forward to it. For Key Stage 1 we recommend 2 x 15 minute breaks for their 3 hours of education; and for Key Stage 2 children, 1 x 15 minute break and 1 x 30 minute break for their 4 hours of education. Keep positive and praise your child for the effort they are putting in as well as for the finished piece of work.

How will I know if my child is making progress?

Your child's teacher will give regular feedback to your child. Use this feedback to support your child in understanding their strengths and what they need to work on. There will still be online parent's evenings. If you have concerns, please talk to your child's teacher.

My child is worried about Covid 19, what can I do?

It is perfectly normal for children to experience feelings of anxiety at this time. Talk to them about what is worrying them and try to give clear and honest answers to any questions they may have. Explore safe ways for them to manage their feelings - for example, suggest some positive distractions for them when they feel worried. Talk about safe ways to express their feelings such as through drawing/art, music, stress balls, talking etc.

Ensure balance in your child's life so Covid 19 does not become too dominant an experience. Keep connected with friends and family through phone calls.

Try and ensure every day has some fun and silliness in it. Ensure you get outside each day for air and exercise.

Manage how much news children hear or are exposed to through adult conversations. If your child's anxiety becomes very concerning, speak with your child's class teacher or GP in order that they can signpost you to support services.

English is not my first language, how can I help my child?

You are not expected to replace your child's teacher or to do the learning for them. Act as a guide for your child and support them with the right conditions for learning and by promoting good learning behaviours.

If there are any google documents you would like translated, within google docs you can use: [Tools, Translate Document](#), then *select your language*.



Should my child be spending all day on screen based learning?

In short, no, not at all. There are recommended [Hours of Education](#) as outlined above, and not all of this learning and activity time will be online. Other things your child's day should include are:

- play and physical activity;
- general everyday family activities such as food preparation and cooking
- activities suggested by the teacher eg make something from recycled materials;
- talking to other family members;
- reading and sharing books; and possibly
- learning outdoors, for example, pavement games, nature walks.

We are also sharing ideas for family enrichment activities via our weekly Enrichment Newsletter which is shared in google classroom. If your child's remote education is taking more than the recommended time, do not allow them to spend more than an extra 30-45 minutes on it in any one day. Make your child's class teacher aware and they can adapt provision as necessary.