



Home Learning/Remote Education Plan at Hampton Dene Primary School

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education where national or local restrictions require cohorts or the entire school to remain at home. In this situation, the school will switch to remote learning.

The details are outlined below.

In developing these contingency plans, schools are expected to:	How we are doing this at Hampton Dene Primary School:
Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations. Give access to high quality remote education resources.	Continue with planned curriculum sequence as normal Access to online resources such as Oak National Academy, White Rose etc. Offline resources specifically designed by staff and delivered to those pupils are who unable to access remote/ online resources.
Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use. Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum.	Remote Education will cover all subjects in an engaging format. Seesaw for pupils from Year R through to Year 6. All families are accessing Seesaw regularly for home/ school communication between teachers and pupils. Work planned will be ability appropriate and accessible. Adults will be required to support SEND and younger pupils with accessing Seesaw.
When teaching pupils remotely, schools are expected to:	

Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects. Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.	Suggested Daily timetable with a full range of subjects including basic skills in maths and English. Lessons sequenced to build on prior learning.
Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos.	Seesaw allows staff to be able to upload videos, online learning material and offline material designed by staff to provide a wide range of subjects, activities and resources to provide a broad and balanced curriculum.
Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work. Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding. Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers (or teaching assistants).	Staff will be using Seesaw on a daily basis within normal working hours. A normal timetable of work will be shared on Seesaw and it is expected that the children will complete all activities. Staff will regularly feedback to children using features in Seesaw Staff will assess work submitted and will check for evidence of understanding through assessment and other communication (email, Seesaw messages.) Planning will be adjusted to provide more support or challenge where necessary.
How parents can support remote education & distance learning	
Establish routines and expectations	It is important to develop good habits from the start. Create a flexible routine and talk about how it's working over time. Chunk your days into predictable segments. Help children get up, get dressed and ready to learn at a reasonable time. Keep normal bedtime routines, including normal rules for digital devices. Adjust schedules to meet everyone's needs but don't default to staying up late and sleeping in.
Choose a good place to learn	Your family's regular learning space for occasional homework might not work for extended periods. Set up a physical location that's dedicated to school-focused activities. Make sure it is quiet, free

	from distractions and has a good internet connection. Make sure an adult monitors online learning. Keep doors open, and practice good digital safety.
Stay in touch	Teachers will mainly be communicating through Seesaw on a regular basis. Please stay in contact with class teachers, support staff and school leaders using Seesaw and/or email. Please understand it may take a day or two for us to respond. If you have concerns, let someone know it's more urgent.
Help children 'own' their learning	No one expects parents to be full-time teachers or to be educational and content matter experts. Provide support and encouragement, and expect your children to do their part. Struggling is allowed and encouraged! Don't help too much. Becoming independent takes lots of practice, praise and resilience.
Establish times for quiet and reflection	For families with children of different ages, and parents who may also be unexpectedly working from home more often, it's good to build in some time for peace and quiet. Siblings may need to work in different rooms to avoid distraction. Many families will need to negotiate access to devices, priorities for wi-fi bandwidth and schedules throughout the day.
Encourage physical activity and exercise	Moving (independently and together as a family) is vital to health, wellbeing, and readiness for learning. It's a great opportunity to practice exercising 'alone together' with digital workouts and online instructors. Set new fitness goals and plan hands-on, life-ready activities that keep hands busy, feet moving, and minds engaged.
Show that you're interested in their education.	In the morning, you might ask: • What classes/subject do you have today? • How will you spend your time? • What resources do you need? • What can I do to help? At the end of the day you might ask: • How far did you get in your learning tasks today?

	• What did you discover? What was hard? • What could we do to make tomorrow better?
Communication	Keep talking regularly to your children throughout the day. Checking in helps them to process instructions they received from their teachers, and it helps them organise themselves. Not all students thrive in distance learning; some struggle with too much independence or lack of structure. These check-in routines can help avoid later challenges and disappointments. They help children develop self-management and executive functioning that are essential skills for life. Parents are good life coaches.
Reading is fundamental	It's a time for closeness, laughing and talking together – and it can also give children a flying start in life and help them become lifelong readers. Ask questions and talk about the book. Picture books can be a great way to talk through your child's fears and worries, or to help them deal with their emotions. Give them space to talk, and ask how they feel about the situations in the story. Most of all, just have fun!

Common questions

How will my child with Special Educational Needs be supported?

All children who have identified special educational needs will have additional personalised support and resources posted onto their account. Teachers will respond to children on an individual basis and therefore plan appropriately to ensure every child is able to achieve.

Will my child receive a phone call from their teacher whilst they are at home?

Teachers will be able to interact regularly with their pupils through Seesaw. We will also be able to communicate through emails and phone calls. Teachers will carry out wellbeing calls to families as per the previous Lockdown.

Why are the teachers not delivering live lessons?

At Hampton Dene Primary we have taken the decision not to deliver live lessons for a number of reasons which are outlined below.

There is a lack of proven effectiveness and appropriateness for primary school aged children to attend live lessons and we respect the rights of our staff (and their families) as well as our children and their families. We aim to get the balance right and so to help with the teaching of new concepts in subjects (such as Maths) we will be posting pre-recorded teaching sessions as well as links to instructional videos.

In addition, live lessons mean that both a device, children and staff have to be available at a specific time of the day, putting additional pressure and expectations on families who are often juggling working from home whilst trying to support their child or children. When lessons are pre-recorded, children can have a level of independence to choose which order they would like to undertake their learning.

Live lessons require both a device and a greater internet band width that not all families have access to, creating an inequality of opportunity. For families with more than one child isolating, there would be an even higher demand on the availability of technology at a specific time.

In the classroom, teachers are highly skilled at being responsive to the children's needs. However, this type of interaction is not possible in the same way online. On the other hand, a pre-recorded lesson can be paused, listened to again or fast forwarded, allowing children additional time and support if needed to complete a task. Staff can also post additional videos and resources for individuals in the same way a child would get personalised support and challenge in class. Whereas, due to the nature of online video communications, a live lesson to 30 children at once would have a more blanket/ passive approach.

Seesaw allows the teaching staff to give personal verbal or written feedback to help guide the children with their learning, help them build on their previous knowledge and keep them motivated to keep learning from home.

How do I keep my child safe whilst accessing remote learning?

Parents need to make sure that children are only accessing content that is appropriate to them. Children have had online safety lessons in school and should be aware of how to keep themselves safe online and what to do if they don't feel safe.

It would be a good idea to ask your child to tell you ways in which they can keep themselves safe while using the internet so that you as a parent can ensure that they understand. It is also important that you consider the amount of time that your child is spending online and sitting at a tablet/computer screen. Make sure that you build in time for breaks so that children are not looking at a screen for long periods of time.

Basic Resources for Home Learning

We have put together a list of resources which will be useful to have for remote learning. Hopefully most items are things that already available in your home. If you feel you are unable to provide these resources, please contact the school to let us know. We will always try to plan activities which can be easily resourced at home.

- Exercise book
- Pencils for writing
- Pencil sharpener
- Colouring pencils or pens
- Ruler
- Eraser
- Glue Stick
- Plain paper