



Highfield Middle School

Remote Education Provision - Information for Parents and Carers

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home. This should be read in conjunction with the [information](#) from the DfE on Remote Education.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

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 on the first day or two of pupils being sent home?

If children have been sent home to isolate, work will be made available the next day on Google Classroom for children to access. This will mirror what children are working on in class.

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?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. We may, however, need to make adaptations in some subjects to ensure they are accessible at home.

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 2	<p>Children are provided with 5 daily lessons, in line with their normal timetable. Lessons are designed to last approximately 40 minutes each.</p> <p>On top of this, pupils are provided with a daily PE challenge and are required to read for 30 mins each day. We also have weekly 'live' sessions led by pastoral teachers which last for 30 minutes. Enrichment and wellbeing projects are also available.</p> <p>This should total approximately 20 hours per week, or 4 hours per day.</p>
Key Stage 3	<p>Children are provided with 5 daily lessons, in line with their normal timetable. Lessons are designed to last approximately 50 minutes each.</p> <p>On top of this, pupils are provided with a daily PE challenge and are required to read for 30 mins each day. We also have weekly 'live' sessions led by pastoral teachers which last for 30 minutes. Enrichment and wellbeing projects are also available.</p> <p>This should total approximately 25 hours per week, or 5 hours per day</p>

Accessing remote education

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

Children will access all work via Google Classroom.

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:

Parents of children who cannot access online work at home have been asked to contact school via admin@highfield.northumberland.sch.uk outlining their area of need.

If children do not have a device to access the remote learning, the school will provide a laptop or Chromebook, which the parent/carer can collect from school. If children are using devices which are not 'ideal' to access Google Classroom, or are struggling with internet access, they are asked to contact the school office so we can support them with this wherever possible.

If children still do not have access to any technology, they will be offered the opportunity to attend school (only applicable during school closures).

How will my child be taught remotely?

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

Children will access learning via Google Classroom. During lockdown, all lessons will be pre-prepared for children to access. Children (during lockdown) should follow their usual school timetable each day. For partial closure (where groups of children are isolating), the same approach applies to those pupils who are at home.

We will use a combination of the following:

- Oak Academy Learning Platform
- White Rose Maths Videos and resources
- Kerboodle Online Learning resources
- Doodle Maths
- Highfield E Library
- Pre-recorded teaching (video/audio recordings made by teachers)
- Accelerated Reader
- Youtube
- E worksheets and documents
- Weekly live 'check ins' with form teachers

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?

If pupils are at home and well, they are expected to access their Google Classroom learning every day and follow the lessons set in line with their normal school timetable.

Pupils normally have 3 lessons in the morning and 2 lessons in the afternoon. It is important to have healthy routines, including regular breaks and fresh air. A guide to healthy routines can be found [here](#). We recognise that some families will need to be more flexible and work around parental work patterns, sharing of devices etc.

If a child/family is finding remote learning particularly challenging, they should discuss it with their form teacher. If appropriate, a temporary agreement will be put in place so that a child may focus on

submitting only their English and Maths work every day.

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

We monitor access and work submission for every subject on a centralised tracker and contact will be made if there is a lack of engagement. Subject teachers will send reminders to the pupil in Google Classroom if work is not complete. Following this, a referral will be made in school to the child's form teacher who will then make a telephone call home.

If pupils are still not submitting work regularly, despite the interventions listed above, contact will be made by a senior member of staff. We request that parents talk to children about their work and support them in following the tasks set on their timetable as much as possible. For partial closure we would expect parents and children to follow the same procedures.

If a child is struggling with their on-line work, they should message their subject teacher directly for additional support. For more general issues, or for support of any kind, parents can email the child's form teacher or the school office, who will direct your questions to the relevant member of staff.

Form teachers hold weekly 'Google Meet' pastoral sessions, where teachers can share important information, check on pupil welfare and have some fun. Tutor groups can benefit from social interaction and raise any concerns they may have. We expect all pupils to attend these virtual meetings. Pupils in school will be able to join the meetings too.

We also keep detailed records of any concerns relating to the welfare of children on our confidential CPOMS system. We will raise any concerns we may have with parents and carers, and where appropriate, work with other agencies such as Educational Welfare and Children's Services to support our families.

For partial closure, teachers will communicate with individuals or classes directly regarding their work.

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:

During full or partial closure, teachers will check work regularly and feedback will sometimes be instant, but please bear in mind that teachers are often busy with a class in school during the day. Feedback will be given in a number of ways, for example: a quiz mark; a personal comment in Google Classroom; a group comment in Google Classroom; audio or video commentary, or written feedback on an assignment. Pupils will receive notification when a teacher has commented on their work. Pupils should check their emails and revisit previous lessons to see the comments made by the teacher and complete any improvements or corrections that have been suggested by the teacher.

Where children are self-isolating and the majority of children are in school, children will be assessed in the same way as those in school.

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 need additional support to be successful in their learning. This may be due to special educational needs or disability (SEND), social, emotional or mental health issues. These pupils may find it very difficult 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 a number of ways:

Identified families will receive more regular phone calls from school to 'check-in' and discuss any problems, identifying strategies and resources to help individuals to access their learning. We are able to offer a telephone 'Learning Mentor' service for children facing barriers to learning; there is a referral process which can be discussed with your child's form teacher. We may be able to prioritise certain lessons for pupils who are feeling overwhelmed by the quantity of tasks.

Where our remote interventions are insufficient to enable pupils to access home learning, we will offer pupils a place in school. This may be on a part time basis, depending on capacity and individual need.

If my child is not in school because they are self-isolating (but the majority of pupils are in school), how will their remote education differ from the approaches described above?

Please see information above with procedures being outlined for partial closure.