

HIGHGATE

Remote Education Provision

Senior School

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1. Remote education provision: information for parents

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.

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

This information was updated on 19 January 2021.

2. The remote curriculum: what is taught to pupils at home

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

As indicated in our letters after Lockdown was announced, pupils should expect to follow their normal timetables, but colleagues will spend some time in these first lessons explaining how Highgate@Home is going to work for future lessons. Expectations will be set out and instructions given for who to contact if they encounter problems.

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?

Yes. Heads of Departments (HoDs) will make some alterations to the delivery of material and may choose to make minor changes to planned content, or to re-order it, all in consultation with the Deputy Head (Academic), but pupils' subjects and allocation of lessons won't change unless indicated in a letter home. The broad curriculum will mirror existing schemes of work.

3. 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:

- Pupils in Key Stages Three and Four will have 6 forty-five minute lessons each day, plus homework, which has been reduced slightly in response to the greater demands of remote working on pupils, as well as the amount of screen-time they experience
- In Yy.7-8, homework will normally consist of “learning” type tasks, for example, revising for a vocabulary test in Modern Languages, or an end of unit test in Science; pupils in these year groups may also have a writing task set by a nominated subject to complete for homework each week; these tasks should not extend beyond an additional hour each day
- In Y9, the homework timetable has been reduced to prioritise those subjects where “little but often” learning tasks are most important; all subjects, however, continue to have the opportunity to regularly set prep or consolidation tasks; in Y9 homework should not exceed 90 minutes on a given night
- In Yy.10-11, the homework timetable has not been formally reduced, but teachers have been asked to be sympathetic to pupils’ workloads and to find opportunities to reduce the amount set; typically this is between 90 minutes and 2 hours per night; these arrangements remain under constant review
- Pupils in the Sixth Form follow either 3 or 4 subjects, as they do in normal school time; in Y12, subjects have 11 or 12 periods per fortnight and in Y13, all subjects have 12 periods per fortnight; the length of these lessons is also 45 minutes during Highgate@Home
- The homework timetable (four hours per subject per week in Year 12 and five hours per subject per week in Year 13) has not been formally reduced but, as in Yy10-11, the situation is under review and teachers have been asked to be responsive to their pupils’ feedback

4. Accessing remote education

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

- Largely through MSTEams and Zoom, also submitting tasks or accessing resources via the school’s VLE, *Hero*; occasionally teachers will email instructions directly to pupils

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:

- Pupils who do not have the requisite equipment have been issued with iPads
- Some pupils have also been issued with data dongles
- If a pupil is struggling with online access, their parent or carer should first contact their Head of House/Year, who will liaise with the appropriate colleagues to find a solution and re-assure the pupil; the Head of House/Year will also liaise with teaching staff, if necessary, to explain any unique circumstances or arrangements

How will my child be taught remotely?

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

- The bulk of the curriculum will be delivered by online lessons; as a rule of thumb, colleagues have been asked to plan to deliver one lesson in three in a fully interactive manner via Zoom, one lesson to be partially held on Zoom with the pupils working independently for the remainder of the lesson, and the third lesson to be fully independent, albeit with a teacher setting the pupils up for their learning, probably by posting instructions using MSTEams or giving a very short introduction on Zoom
- On occasion, largely in the case of staff illness, a class might work completely independently using prepared instructions the teacher will post in a relevant MSTEams channel
- Pupils will have a variety of textbooks and other printed resources that were issued before the Lockdown and to which teachers will refer, or set work from, in their lessons; teachers will also send new resources to pupils using *Hero*

5. 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?

- We expect pupils to follow their school timetables, which have been adapted, during Lockdown; the adaptation tweaks the timings of the day, but does not alter the order or number of lessons; pupils have regular pastoral contact time, in addition to their academic lessons
- We ask that parents help in trying to provide a quiet place for pupils to work whilst they are at home and, where possible, encourage them to get some fresh air and exercise during the longer lunchbreak

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

- Teachers will log any absences from class and pass these to the pupils' Head of Year or Head of House; unexplained patterns of absences will be followed up; concerns about level of engagement would be handled in the same way
- Where we have a concern, the normal route of communication with parents and carers will be followed (either an email or call home from tutor, Head of Year/Head of House, or Head of Section)

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:

- Teachers will regularly take in, assess and feedback on work completed remotely; normal department policies will be followed on the regularity of assessment
- Colleagues are also taking advantage of the benefits of on-line learning with things like self-marking low-stakes tests; submitting audio files in Modern Languages or Music (for example), or collaborative word documents in Arts and Humanities; many colleagues are choosing to use *Classroom Notebook*
- Colleagues have the opportunity to book short one-on-one meetings with pupils, following the relevant Safeguarding procedures (which include going through their HoD and acquiring parental consent)

6. 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:

- Our Learning Support department continues to operate with bookable appointments for specific help in a subject and regular one-to-one sessions for pupils with particular identified needs; where pupils need specific support from adults at home, this will be managed individually, and initial conversations should take place between parents and colleagues at Highgate

7. 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?

- Throughout the 2020 Michaelmas term, colleagues became well-practised in *blended learning*, whereby a teacher in school teaches pupils in class and pupils at home simultaneously, either by setting equivalent independent work for self-isolating pupils to do, or broadcasting the lesson live from their classroom, or – very commonly – a combination of the above
- When pupils are self-isolating, they should continue to submit work, electronically, and receive feedback as usual; when they return to school, their teachers will make a point of ensuring they are comfortable with the content that was covered during the pupil's absence, that their notes are sufficient, and assist in any "catching up" that needs to take place

HIGHGATE

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HIGHGATE

Remote Education Provision

Junior School

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1. Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

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

2. 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.

For the duration of self-isolation, the following provision will be in place for all pupils in each affected year group bubble. For updated year group timetables, lesson content and teacher Zoom links, pupils should go to JUNO pages as follows:

Year 3: <https://juno.highgateschool.org.uk/year-3---academic-year-2020-21>

Year 4: <https://juno.highgateschool.org.uk/year-4---academic-year-2020-21>

Year 5: <https://juno.highgateschool.org.uk/year-5---academic-year-2020-21>

Year 6: <https://juno.highgateschool.org.uk/year-6---academic-year-2020-21>

Core subjects/academic curriculum (**Maths, English, Humanities, Science, Online Library/Reading**) will be published in year group sections under individual subject tabs.

What should my child expect from immediate remote education in the first day or two of pupils being sent 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.

Pupils will be required to complete lesson content in each subject area on a daily basis, during timetabled hours.

These Zoom lessons will be taught by Form Tutors in the mornings and pupils can access them by clicking on the relevant Form Tutor links.

Copies of updated timetables will be published in year group sections on JUNO.

Besides core subjects, pupils will be allocated afternoon activities (without Zoom) as follows:

- **Creative lessons:** **DTE** (Design Technology and Engineering), **Music**, **MFL** (Modern Foreign Languages), **RPE** (Religion, Philosophy and Ethics), **PSHEE** (Personal, Social, Health and Economic Education)
- **Independent Tasks:** **Art, Drama, Computing**
- **Exercise:** **Physical Exercise, Games and Fitness, Outdoor Education**

Links to above lessons will be published on JUNO in specific year group sections under individual subject tabs.

This blended programme of activities has been designed to balance academic studies and support the personal development of pupils during this period of learning from home. We encourage pupils to continue to stop and reflect on their academic progress and personal development, by completing their feedback in Homework Diaries. Homework provision will be on JUNO/TEAMS and further details will be communicated via year group channels.

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. The updated Year 3-6 Curriculum Overviews for Lent 2021 reflect the adaptation of subject planning for remote learning. We have planned an exciting and stimulating curriculum with intertwining concepts of executive functions and character skills that aim to support pupils' personal development. The embedded topics have been carefully selected to nurture the children's wide-ranging interests in all subjects, to enable progression and to encourage creativity. Whilst we endeavour to mirror the enclosed schemes of work, we allow for minor tweaks and changes to be made as the term progresses, reflecting the aforementioned criteria as much as possible. We have planned for content and resources to be accessible without the need for parental support, and for extended periods of screen time to be mixed with activities that can be done away from the computer. A variety of creative activities, external workshops and broadcasts, linked to the curriculum, will be added to the online provision during home learning. Further updates will be communicated to parents and carers closer to such planned events.

3. 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:

Primary school-aged pupils are expected to take part in 4hrs of online lessons led by form/subject teachers on Zoom during full lockdown. Our provision allows for **3 x 45mins in the morning** for core subjects, **90 mins in the afternoon** for creative tasks, soft skills and exercise as well as **2 x 15 mins form time** during the day (this might include assemblies). When we switch to live lessons for isolating year group bubbles only, the provision is as follows: **3 x 45 mins in the morning with Form Teachers on Zoom and 3 x 30 mins of pre-recorded sessions in the afternoon.**

Homework schedule and expectations per year group (20mins recommendation per task):

Year 3 Homework schedule		
Subject	Set on	Due in
Maths	Friday	Monday
Spelling	Monday	Tested on Friday
Tower of Books Challenge	Ongoing but aim to complete one activity per week	
Additional Information	<i>Please continue to read regularly throughout the week. Full instructions about hand-in will be given to the children when homework is set.</i>	

Year 4 Homework schedule		
Subject	Set on	Due in
English	Friday	Monday
Maths	Wednesday	Thursday
Reading response	Monday	Following Monday morning
Spelling	Friday English lesson	Tested the following Friday
Additional Information	<i>All homework is designed to be completed independently by children. Full instructions about hand-in will be given to the children when homework is set.</i>	

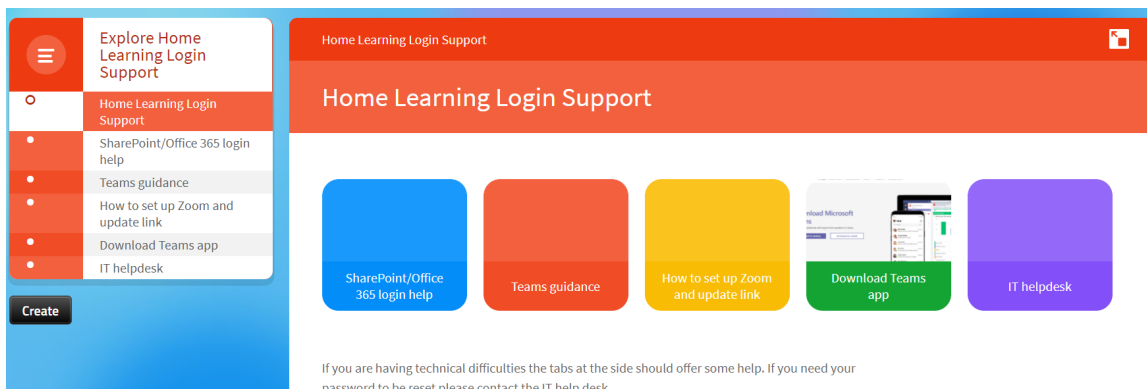
Year 5 Homework schedule		
Subject	Set on	Due in
English	Friday	Monday
Maths	Wednesday	Thursday
Reading	One reading response per week is expected. This can be done on any day and should be submitted on Teams.	
Spelling	Monday – spellings rule will be introduced in English lesson.	Friday – tested in English lesson.
Additional Information	<i>All homework is designed to be completed independently by children. Where possible, homework will be screen-free, though may need to be submitted online. Full instructions about hand-in will be given to the children when homework is set.</i>	

Year 6 Homework schedule		
Subject	Set on	Due in
English	Friday	Monday
Maths	Thursday	Friday
Reading	Monday	Due by following Monday but can be submitted at any point during the week if completed before the deadline.
Spelling	Wednesday	Test following Wednesday
Additional Information	<i>All homework tasks are designed to be completed independently by the children. Where possible we will aim to set tasks that can be completed offline and free from screens, but they may need to be submitted online. All homework tasks will be fully explained to the children when set and will have detailed instructions for completion.</i>	

4. Accessing remote education

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

Pupils will be able to access work for each school day via Office 365/Microsoft Teams or via emails sent out by teachers (as a back-up should there be a technical issue) in advance. Children will be given specific guidance from their Form Tutors how to access their work (teaching PowerPoints for content as well as independent tasks uploaded onto TEAMS Assignments), and this information will be backed up on JUNO. We continue to increase the use of Microsoft Teams to share work and feedback. Further guidance and technical support can be found on JUNO: <https://juno.highgateschool.org.uk/home-learning-login-support>



Home Learning Login Support

Home Learning Login Support

- SharePoint/Office 365 login help
- Teams guidance
- How to set up Zoom and update link
- Download Teams app
- IT helpdesk

SharePoint/Office 365 login help

Teams guidance

How to set up Zoom and update link

Download Teams app

IT helpdesk

If you are having technical difficulties the tabs at the side should offer some help. If you need your password to be reset please contact the IT help desk.

If my child does not have digital or online access at home, how will you support them to access remote education?

The following provision will be put in place should Junior School pupils require support with online access to learning.

Parents and carers have direct access to the School's IT department for technical support as well as relevant subject departments in the Junior School. Links to these support groups can be accessed via JUNO and the information relating to technical support is shared with the school community via regular parent emails.

The reassurance of pupils is of paramount importance, so if a pupil is struggling with online access, they should contact their Form Tutor in the first instance via parent email. The Form Tutor will liaise with colleagues and/or departments to find a solution and, should there be need for further investigation, a member of the IT department will be in contact with the family to fix any technical issues.

Those pupils without adequate IT equipment, are encouraged to contact the School to assess their access to online learning and, should circumstances require, they will be issued with a school iPad for the duration of remote learning.

How will my child be taught remotely?

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

Pupils will be taking part in live teaching and learning sessions (online Zoom lessons) in core subjects and either live or pre-recorded sessions for other areas of the curriculum (in full lockdown, all lessons will be delivered via Zoom; in partial lockdown and self-isolating year group cases, it will be an amalgamation of online and recorded lessons (blended learning). Specific information will be communicated to parents/carers in response to each situation.

Most regular lessons will require the teacher to set the scene, to outline where the current lesson sits in the grand scheme of things and to explain content to their pupils. A remote lesson isn't any different but the personal connection between a teacher and the pupils will be different. Zoom is helpful in that it allows a screen to be shared, meaning that teachers can present material from their screen; for example, Juno pages or a PowerPoint, as they talk through tasks. Teachers will check on pupil understanding throughout, just as they would do in a regular lesson. The written chat function within Zoom will aid with this and can be used to target individual pupils. If a teacher wishes to prepare material in advance, then they can use their iPad to record themselves talking over a presentation or equivalent. Once this has been done, they can upload the video to Streams (part of the Office 365 package).

Throughout remote session, pupils will be encouraged to work independently on an exercise at this point. The nature of the tasks issued will vary between subjects and year groups, but it is important that pupils are provided with opportunities for differentiation, extension and enrichment. This may be best rolled out through offering different options for pupils to complete, having the pupils select the task they feel most comfortable undertaking (or components of the same task). The teacher will monitor this in real time and be available to respond to questions but may have their cameras switched off during this period. Where no questions are forthcoming, the teacher may contact pupils (often in a targeted but subtle way; for example, using Zoom chat function) to check on their progress. As the pupils become increasingly comfortable with this way of working, the teacher will introduce collaborative activities and peer assessment.

During remote learning, a combination of recorded teaching videos/audio recordings made by teachers might be used and printed paper packs might be produced by teachers (for example, workbooks, worksheets, textbooks) to supplement the provision. Further resources might include reading books pupils have at home, commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, project work and/or internet research activities whilst avoiding over-reliance on these approaches. Highgate Junior School will rely on its bespoke curriculum and associated resources developed by year group teams, under the guidance of and in conjunction with subject leads.

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

Form Teachers will be monitoring pupil engagement daily, such as pupil participation in morning and afternoon Zoom sessions, as well as verbal contributions and subsequent independent written work. If there are any concerns, Form Tutors will contact parents and carers in the first instance, as would ordinarily be the case. Staff will be flexible and accommodating with individual family circumstances and work closely with families if a child is finding it challenging or is unable to access and/or complete the required amount of work. We will support pupils and parents to find a workable and manageable set-up that suits their situation. Ensuring the well-being of pupils and the wider school community remains the school's priority and we will endeavour to achieve this by adapting a flexible approach and setting realistic expectations.

Pupils will be given opportunities to reflect on their experiences during home learning. For example, year group chat sessions will be offered to children in all year groups on top of regular form/assembly times. This will be an opportunity for pupils and teachers to talk about their experiences of life under lockdown and, also for the children to share what they have been doing beyond the home learning provision. This will be a voluntary Zoom drop-in for any children who would like to be engaged. The link to these sessions will be found on JUNO.

Highgate Junior School supports engagement from parents and carers as and when needed but we also encourage them to minimize such support in order to engender a greater level of independence in the children.

In addition, teachers will avoid tasks that request adult engagement wherever possible.

How will you assess my child's work and progress?

Homework will be a natural extension of tasks and challenges that come out of daily learning. Most exercises are likely to have extension activities within them and these will allow children to extend and challenge themselves beyond lessons. We would hope and expect that children continue to read regularly and practise routines as they would if they were at school. This includes regular handwriting practice, sketching and drawing so that children's fine-motor skills continue to develop at an optimal pace.

Form Tutors and Subject Teachers will mark submitted work regularly in core subjects and they will be liaising with pupils with instructions as to how they should submit work. Pupils will receive individualised feedback through the agreed online channels and rewards such as house points, values points and crests will be awarded for assignments. Alongside teacher marking, pupils will be expected to reflect and comment on their own learning as they go along; a practice that all pupils should be familiar with. This includes self-assessment and the use of success criteria agreed upon with the form tutor at the beginning of lessons. 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.

6. 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?

Remote learning provision in all year groups will continue to develop further during academic year 2020-21. This will be aligned as closely as possible with in-school provision to build our capacity to educate pupils remotely, where and when this is needed. A slight modification to the curriculum may be needed at times to address any gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content as soon as possible.

This recovery approach to the curriculum will enable effective monitoring of each cohort in all subject areas. Should there be need to support a child's learning, the Form Tutor will liaise with the Learning Support department to decide on appropriate the level of intervention. This could be an optional 'drop-in' Zoom support group, a pre-teaching session to introduce weekly topics and, in SEND cases, 1-on-1 sessions with the designated learning support teacher and a teaching assistant.

Several platforms, involving JUNO, Microsoft Teams and Zoom, will be used to ensure effective communication between the pupils and their teachers. Details of further support and relevant resources will be discussed with the pupils, and subsequent follow-up sessions will take place. Parents/carers will be informed of such lesson beforehand.

7. 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?

Children will follow the same schemes of work as the rest of the class whilst participating in some online teaching combined with independent work for the duration of their self-isolation. They will be taught the same planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback. For those pupils self-isolating at home (without the cohort being sent home) we offer Zoom lessons every day as follows:

	Year 3	Year 4	Year 5	Year 6
08:40 – 09:05	Registration + Check-in (or assembly)	Registration + Check-in (or assembly)	Registration + Check-in (or assembly)	Registration + Check-in (or assembly)
09:05-09:35	Maths			
09:45-10:15		Maths		
Break				
10:45-11:15			Maths	
11:20-11:50				Maths
Lunch				
13:00-13:30	English			
13:35-14:05		English		
Break				
14:20-14:50			English	
14:55-15:25				English

Pupils can access these lessons through relevant JUNO pages and by clicking on the tab labelled with the assigned teacher's Zoom link (information to be confirmed on the day via JS Office).

<https://juno.highgateschool.org.uk/year-3---academic-year-2020-21/>

<https://juno.highgateschool.org.uk/year-4---academic-year-2020-21>

<https://juno.highgateschool.org.uk/year-5---academic-year-2020-21>

<https://juno.highgateschool.org.uk/year-6---academic-year-2020-21>

HIGHGATE

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HIGHGATE

Remote Education Provision

Pre-Preparatory School

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1. Remote education provision: information for parents

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.

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

2. 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.

For updated class timetables, lesson content and teacher Zoom links, children should go to Seesaw.

What should my child expect from immediate remote education in the first day or two of pupils being sent 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.

Work will be available on Pluto/Seesaw that the children can access. This will cover a range of curriculum areas. Live lessons may not occur for the first couple of days.

Children will be expected to complete activities in a range of subject areas on a daily basis during timetabled hours.

Copies of updated timetables, activities and Zoom codes will be shared on Seesaw.

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 will teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, those lessons that require group work or specific resources that would not be available at home.
- We plan for content and resources to be accessible without the need for parental support if possible but understand that with younger children parental involvement may be necessary, for example to assist children when accessing online lessons.
- Activities will be planned that allow for periods of screen time to be mixed with activities that can be done away from the computer.
- A variety of creative activities, external workshops and broadcasts, linked to the curriculum, will be added to the online provision during home learning.
- Further updates will be communicated to parents and carers closer to such planned events.

3. 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:

Reception	<p>3 – 3 ½ hours</p> <p>Daily activities will be shared at the beginning of each week for the week ahead. These activities will cover all areas of learning within the EYFS.</p> <p>Children will be expected to take part in a daily zoom session with their class teacher along with additional reading and PSHE small group sessions.</p>
Key Stage 1	3 ½ - 4 hours

	<p>Suggested timetables will be shared with classes at the beginning of each week. These will include live lessons at set times and lessons which can be completed at times convenient for individual families.</p> <p>Children will be expected to take part in daily live lessons in Maths and English. Additional lessons will be delivered live, using pre-recorded videos and through slideshows.</p>
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4. Accessing remote education

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

Seesaw – Children will be given their own unique home learning code which will enable them to log into their account at home. Through this, they will be able to access pre-recorded lessons and lesson resources, as well as independent learning. They will also be able to submit, and receive feedback for, any independent work done.

Pluto – Additional resources, videos and pre-recorded lessons will be available on the School's online learning platform.

Zoom – Pupils will be able to access work for each school day via Seesaw or via emails sent out by teachers (as a back-up should there be a technical issue) in advance. Children will be given specific guidance from their class teachers how to access their work (teaching PowerPoints for content as well as independent tasks uploaded).

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:

- For those children unable to access remote learning due to lack of devices, iPads will be provided.
- Books and printed sheets of remote learning can also be made available.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- live teaching (online lessons)
- recorded teaching (e.g. recordings made by teachers)
- lesson PowerPoints
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

Children will be taking part in live teaching and learning sessions (online Zoom lessons) in English and maths. For other subjects, lessons will be either live, pre-recorded or shared slides on Seesaw. In partial lockdown and self-isolating year group cases, it will be an amalgamation of online and recorded lessons (blended learning). Specific information will be communicated to parents/carers in response to each situation.

Teachers may use Zoom to present material from their screen; for example, Seesaw slides or a PowerPoint, as they talk through tasks. Teachers will check on pupil understanding throughout, just as they would do in a regular lesson.

Teachers may record videos of themselves teaching a lesson in advance and share this using Streams. Links to these videos will be included in the Seesaw activities shared with children.

Teachers may record themselves talking over slides on Seesaw, children will be able to click on the individual slides to hear the voice recordings.

During remote sessions, children will be encouraged to work independently on activities. These activities will vary according to the year group and subject being taught, but all children will be provided with opportunities for differentiation, extension and enrichment. This may involve children making decisions on which task they would like to complete, for example through mild, spicy and hot options.

During remote learning, a combination of video/audio recordings made by teachers might be used alongside printed materials, for example worksheets and textbooks to supplement the provision. Further resources might include reading books, class readers, commercially available websites supporting the teaching of specific subjects or areas, including video clips, project work and or internet research.

5. 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?

- All children are expected to attend Zoom lessons, unless agreed ahead of time with class teacher. Class teachers will be monitoring children's attendance during these sessions.
- Work should be submitted via Seesaw.
- Highgate Pre-Prep, where at all possible, will provide work that can be done independently without adult support. However, we acknowledge that young children, particularly those in EYFS, will need adult input in order to access learning.
- Children will be given opportunities to reflect on their experiences during home learning. For example, group chat sessions will be offered to children in all classes on top of regular lesson/assembly times. This will be an opportunity for children and teachers to talk about their experiences of life under lockdown and, also for the children to share what they have been doing beyond the home learning provision. Class teachers will share children's groups and session times with parents via email, Zoom links will be shared with the Friday bulletin and on Seesaw.
- Many activities are likely to have extension opportunities within them and these will allow children to extend and challenge themselves beyond lessons; teachers may also share additional optional activities with children. We would hope and expect that children continue to read regularly and practise routines as they would if they were at school. This includes regular handwriting practice, drawing and colouring, and other craftwork so that children's fine-motor skills continue to develop at an optimal pace.

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

- Staff will take a register of pupils at their lessons.
- Teachers and SLT will monitor work being submitted on Seesaw.
- Class teachers and SLT staff will contact parents to discuss concerns over attendance/engagement/submitting of work.

Where class teachers have concerns about children's attendance or work, they will contact parents and carers in the first instance, as would ordinarily be the case. Staff will be flexible and accommodating with individual family circumstances and work closely with families if a child is finding it challenging or is unable to access and/or complete activities. We will support children and parents to find a workable and manageable set-up that suits their situation. Ensuring the well-being of children and the wider school community remains the school's priority and we will endeavour to achieve this by adapting a flexible approach and setting realistic expectations.

How will you assess my child's work and progress?

Our approach to feeding back on pupil work is as follows:

- Monitoring/Marking of work submitted through Seesaw.
- Assessment and live feedback during Zoom lessons.

Teachers will provide written or verbal feedback on a piece of submitted English and Maths work each week. Where appropriate, whole-class feedback may be used and teachers may ask small groups of children to stay online after zoom lessons so they can address any misconceptions or extend those children further.

6. 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:

- Additional remote learning sessions for those children who have additional needs.
- SLT/Class teachers to have discussions with parents to plan appropriately for individual children.
- Differentiation within live lessons and independent work.

Remote learning provision in all year groups will continue to develop further during academic year 2020-21. This will be aligned as closely as possible with in-school provision to build our capacity to educate children remotely, where and when this is needed. A slight modification to the curriculum may be needed at times to address any gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content as soon as possible.

This recovery approach to the curriculum will enable effective monitoring of each cohort in all subject areas. Should there be need to support a child's learning, the class teacher will liaise with the Learning Support department to decide on an appropriate level of intervention. This could be an optional 'drop-in' Zoom support group, a pre-teaching session to introduce weekly topics and, in SEND cases, 1-on-1 sessions with the designated learning support teacher and a teaching assistant.

7. 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?

Those children who are self-isolating will have access to a range of curriculum activities, made available on Pluto/Seesaw, linked to the work the children are doing in school.

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