



Harriers Banbury Academy

an Aspirations Academy

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Dear parents/carers,

Firstly I would like to thank you for your support and bearing with us whilst we sort out the detailed plans for the new lockdown. As you will know, we are expecting to be in this National Lockdown until at least February half term so we want to ensure that effective remote learning is in place for all pupils who cannot currently attend the school. Whilst wellbeing and safety continues to be of the utmost importance to us, we also want to ensure there is minimal disruption to their learning. We are aware that many of you will be juggling working from home and/or helping more than one child in their learning, but please try to ensure your child completes all the learning set so they are not behind the class when they return to school. We are attempting to make the remote learning content as accessible and easy to use as possible, but please raise any issues with your class teacher via Seesaw.

We are looking for ways to support families who do not have access to digital devices or Wi-Fi, if this is a problem for you then please let us know via office@harriers-aspirations.org or visit the school M-F at 9am if you cannot access email. Equally, if you have any old PCs, laptops or tablets that you do not need at home and would like to re-purpose, then please contact the school (using the email address above) with details about the devices and we will share them with families in our community who could use them at this difficult time. We are aware of government schemes, but these are currently prioritising secondary schools.

Below you will find our school's plan for remote learning. This will outline the provision we will give your child throughout the lockdown and hopefully answer your questions.

Please ensure you are signed up to Seesaw so you can communicate with your class teacher and share any queries. We will also make sure a member of staff calls you during the lockdown to check in and see how your child(ren) is doing – this may be from a private number so please answer.

At present we are unable to give out any reading books as many were lost during the previous lockdown. We are reviewing this position and please contact us if you are really struggling for books at home. We would also recommend you sign up to Oxford Owl for free online books.

<https://www.oxfordowl.co.uk/>

It is really important your child completes as much work as possible. We will be monitoring how much work every child completes so please try to share completed work daily via Seesaw.

Good luck with your home-schooling. We know how difficult it can be... even headteachers sometimes can't get their children to sit and do their school work (my wife and I often find a photo of incomplete work to their class teacher via Seesaw is normally a scary enough prospect for ours to start working... the older one anyway!). Remember we are here to help and do not hesitate to get in touch. There is

also excellent additional content available, including the new BBC schedule on CBBC. And Joe Wicks is back! (I'm not sure if that is good or bad news!)

Stay safe and please follow the government's lockdown guidance so we can welcome all pupils back to school as soon as possible.

Yours faithfully,



Alex Pearson
Executive Principal



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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 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.

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

A pupil's first three days 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 three days of pupils being sent home?

We have pre-prepared three days worth of learning which are in the form of plans with links to websites that enables your child to focus on the core skills and objectives for their year group. This will provide staff the time needed to set up more detailed online learning going forward based on the learning that would have taken place in school.

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. However, we have needed to make some adaptations in some subjects. For example, in computing, music or PE where the equipment needed is in school. For subjects like this, we will focus on the objectives we need to cover and adapt the lessons accordingly.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day? How do I sequence my day?

In Primary aged pupils, the Government has stipulated that a minimum of 3 hours of learning should be planned in. At Harriers, our aim is to set at least 3 hours for the EYFS and KS1 pupils and KS2 pupils will have a minimum of 4 hours of work set. We recommend that the pupils complete this following a suggested timetable such as:

Before 9 am	Wake up	Eat breakfast, make your bed, get dressed
9.00-10.00	Morning exercise	Family walk, play in the garden, YouTube exercise video
10.00-11.00	Learning time	Complete the first lesson planned for you
11.00-12.00	Creative time/ further learning time	Lego, drawing, crafting, make music, cook or bake or complete the second lesson planned for you
12.00-12.30	Lunch	Help parents make lunch and help tidy up after
12.30-1.30	Learning time	Complete the next lesson planned for you
1.30-2.00	Quiet time	Read a book, have a rest
2.00-3.00	Learning time	Complete your final lesson for the day and upload to Seesaw/Tapestry if you haven't already done so
3.00-bedtime	Afternoon exercise and free time	Family walk, complete a YouTube exercise video or Go Noodle, play in the garden, eat dinner together at a table for a social experience and have some down time, then have a bath/shower to relax.
Bedtime	Keep routine	It is important to go to bed as if you are going to school, ready for another day of learning.

Accessing remote education

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

For pupils in EYFS work will be set on Tapestry.

For pupils in Years 1 - 6, work will be set on Seesaw and/or Purple Mash

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:

- Paper copies of the lessons will be sent via siblings or posted to your house. Once completed, these should either be sent back via a sibling or family member, posted to the school or brought back when the pupil returns to school.
- If appropriate, we may provide you with a loan device to access the learning (this requires you to have access to the internet). If these are loaned out, a contract will be set up to ensure that all safeguarding protocols are in place.

How will my child be taught remotely?

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

- Plans will be provided for all lessons each day explaining the lessons in detail
- Pre recorded teaching made by teachers using Loom – these can be accessed at any time meaning families can make their own appropriate timetable for days at home
- Recorded teaching linked to Oak National Academy lessons and/or White Rose Hub
- Printed paper packs provided by teachers where appropriate
- Online platforms we sign up for such as PiXL, Accelerated Reader and Lexia
- Reading books pupils have at home

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 are aware that the younger the children are, the more support they will need at home. For those in Upper KS2, pupils should be able to complete all lessons and learning independently perhaps only needing some support from home. They will be able to access support from staff too online. We do expect all pupils to complete the work set for them if they are off school and are well but are flexible in regards to when this is completed. By completing the work set, we ensure no child is left behind.

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

Staff will check Seesaw/Tapestry daily to check for engagement. Anyone we do not hear from on here will be contacted by phone to check in on how the learning is going and offer further advice or support. (Please note, if we do not hear from you or your child directly regularly, we may complete a safeguarding home visit to check everything is ok.)

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

Work will be assessed on Tapestry/Seesaw and commented on directly. If your child is completing paper copies, these will be assessed in school when they are brought back to us. You may be able to take photos of the work and email these in which would also support the assessment progress. (Progress reports for your child's overall learning will be sent home alongside their parents evening taking place in September/October and February/March. An end of year report will be sent home in July too. These will include any remote learning as well as class based learning which has taken place.)

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:

- Setting adapted work that is more appropriate for their stage of development
- Providing support resources such as phonics sound mats, pencil grips etc. which pupils use at school to support their learning at home.
- Checking in with you regularly via Seesaw/Tapestry or phone calls to check how your child is getting on with their learning.

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?

- The same approach as above will be used but work may be checked after school or the next day as staff will be teaching in the day and loom lessons will not be used.
- Work will be set that is the same as that in school or directly linked (such as a practical lesson in school may be given at home in the form of an activity which has the same objective but is accessible to you.)
- Dependent on the staff setting the learning, the learning may be sent through emails or uploaded onto Seesaw.