



Online Learning Statement: Information for parents Krishna Avanti Primary School, Harrow

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.

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

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

2. Remote teaching and study time each day

- a. How long can I expect work set by the school to take my child each day?

3. Accessing remote education

- a. How will my child access any online remote education you are providing?
- b. If my child does not have digital or online access at home, how will you support them to access remote education?

4. Engagement and feedback

- a. What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?
- b. How will you check whether my child is engaging with their work and how will I be informed if there are concerns?
- c. How will you assess my child's work and progress?

5. Additional support for pupils with particular needs

- a. How will you work with me to help my child who needs additional support from adults at home to access remote learning?

6. Remote education for self-isolating pupils

- a. If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?



1. 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.

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

- Children and pupils will be able to access Google Classroom/Tapestry where teachers will upload activities for children to continue their independent learning.
- Teachers will be able to provide continuous feedback via Google Classroom.
- Additional links for children who wish to further extend their learning will be uploaded onto Google Classroom.

b. 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?

- If remote teaching is required, we will continue to teach the same curriculum which may be adapted to suit the remote learning environment.
- Teachers will upload a weekly timetable ensuring that parents, carers and children are organised for the day and week ahead.
- Children working remotely are encouraged to follow their timetable each day.
- For some practical lessons, blended learning will not be possible. Your child is encouraged to complete any knowledge based tasks for these lessons where possible.
- For remote learning in a national lockdown or bubble closure, all lessons will have live input, remotely Google Meet, Reception, KS1 and KS2 classes or Zoom for Nursery aged children
- If your child has been identified to self-isolate, but other members of their class are still attending face-to-face teaching, similar work will be uploaded onto Google Classroom and the teacher will provide marking and feedback at the end of the school day.



2. Remote teaching and study time each day

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

We expect remote education (in the case of a national lockdown or bubble closure) will take pupils in EYFS and KS1 up to broadly 3 hours and KS2 pupils up to broadly 4 hours.

- Children will continue to follow a similar school timetable each day which may be adapted for remote education.
 - Opportunities for collective worship will take place between 8:00am – 8:30am.
 - Work will be uploaded on Google Classroom/Tapestry from 8:00 am with regular breaks incorporated within the day.
- Children will need to log into their Zoom or Google Meet lesson within the first 5 minutes, where registers will be taken. Teaching and learning for each lesson will be approximately 40 minutes.

3. Accessing remote education

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

- All daily learning resources such as PowerPoint presentations, worksheets and Zoom or Google Meet codes, will be uploaded Google Classroom/Tapestry by 8:00am each day.
- Google Classroom allows children/pupils to ask questions of their learning to their class teachers and this will also be used for children/pupils to submit any work or assignments.

b. 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. If you require any support with access, please complete the following form:
[KAPSH – Pupils Remote Learning and Computer Access](#)
- We take the following approaches to support pupils to access remote education:
 - Laptops can be available to loan to children/pupils if available
 - Routers, internet dongles and mobile SIM cards can be available to loan / give out to children/pupils
 - The school can support to increase the mobile data allowance for your child



4. Engagement and feedback

a. What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- Children will be expected to actively participate and engage in their remote lessons.
- Teachers will support engagement in the following ways:
 - Direct questioning of children/pupils during lesson time
 - Encourage the use of the chat function in Zoom or Google Meet
 - Uploads of completed work or photographs of exercise books to Google Classroom
- Parents can support engagement in the following ways:
 - Ensure that the camera is on during 'live' lessons.
 - Have your child use a common area if possible
 - Keep your child in a "school" routine, including bed times and wake-up times
 - Ask your child to share or discuss their learning with you during the day and provide support whenever you can
 - Look through your child's exercise book or ask to see their work on Google Classroom

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

- The school will continue to follow our marking and feedback procedures when delivering remote learning. This will mean:
 - Teachers will follow our remote education marking and feedback policy and provide regular feedback to ensure children remain focused.
 - Feedback in lessons: teachers will use the chat function in Zoom or Google Meet each lesson to ensure pupil engagement. They will also be asking directed questions throughout their lessons.
- If pupil attendance or engagement is repeatedly poor (2 or more lessons), the school office/class teaching team will email or phone parents.



c. 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 marking and feedback policy can be found on our school website.

5. Additional support for pupils with particular needs

a. How will you work with me to help my child who needs additional support from adults at home to access remote education?

- We recognise 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:
 - A weekly phone call to discuss learning will be scheduled
 - The school actively encourages children/pupils with special educational needs and disabilities (SEND) to come into school alongside the children of key workers.
 - All these children will continue to receive either one-to-one sessions or group sessions throughout the week

6. 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 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.

a. If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

- Children that are self-isolating will receive a phone call from their class teacher within the week of being notified to discuss their well-being and how their learning is progressing.
- Self-isolating pupils will be accessing Google Classroom/Tapestry:
 - Feedback on their learning will be provided alongside their peers
 - Opportunities for questions and clarifying misconceptions will be given via Google Classroom