Halley House School, 52-58 Arcola Street, London, E8 2DJ
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Headteacher : Mr Tobias Mills-Bishop

Halley House School
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Remote Education Plan - 2025.26

Halley House School

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 groups) to remain at home.

At Halley House School, we ensure that we provide for the continued education and wellbeing of our children during any enforced periods of isolation or school closure.

What should my child expect from 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.

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

Halley House School will apply the following measures and approaches in the event that a child, or small number of children across the school, are required to isolate. The aims of this plan are to ensure continuity of education for all pupils and to minimise gaps in learning should a child need to isolate.

A small number of hard copy packs 'Grab and Go Bags', for each year group, will be stored in the school so that there is no delay in sending resources home (for example, if a child develops falls unwell in school and requires collecting). Contents of the packs are described below.

If a child falls unwell at home, every effort will be made to deliver the pack to the family. Expectations for work will also be dependent on the child's health and their ability to complete work at home during this period. Additional learning, as well as keeping in touch calls and emails from staff, will also be provided throughout a period of isolation. Please note that parents and carers are expected to return completed work and the contents of the 'Grab and Go' bags when their children return to school.

Please note: reading materials will be provided that are suitable for each child.

Example contents of 'Grab and Go' bags

Reception

Two appropriate phonics reading books and two picture books for shared reading (non-fiction and fiction)

Phonics booklet and phonics book

Handwriting worksheet

Number line to 20 and a bead string

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Maths booklet

Two art projects

Writing and colouring pencils/crayons

Year 1

Two phonics reading books or two Accelerated Reader books and two picture books for shared reading (non-fiction and fiction)

Number line to 50 and a bead string

Handwriting book

Writing booklet

Maths booklet

Two art projects

Writing and colouring pencils/crayons, eraser

Year 2

Two phonics reading books or two Accelerated Reader books and two picture books for shared reading (non-fiction and fiction)

Two library and AR books (non-fiction and fiction)

100 square grid and bead string

Writing booklet

Maths booklet

'Growing hearts and minds to learn, enjoy and succeed'

Comprehension booklet

Two art projects

Writing and colouring pencils, eraser, ruler

TT Rockstars and Century Tech login details

Years 3 -6

Two Accelerated Reader books and two picture books for shared reading (non-fiction and fiction)

Maths booklet

Writing booklet

Comprehension booklet

Two art projects

Writing and colouring pencils, eraser, ruler

TT Rockstars and Century Tech login details

Planet Languages login details

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 Physical Education, we will focus more on fitness and individual exercise rather than taking part in team sports.

We will be continuing to utilise the online learning tools that children and families successfully engaged with during previous periods of remote learning. There will be activities that children can access independently or, in the case of our younger pupils, can complete with parental support. There will be a mix of practical resources, and electronic instructions, activities and guidance. Daily sessions of literacy and maths, alongside a range of practical and creative activities will continue. Reading remains a core priority across all year groups. Classes will have regular contact with their class teacher, teaching assistant and specialist teachers across the week. This includes phone calls, 'live' sessions via Zoom and interactions on Class Dojo. Members of SLT, our office manager and any other staff as necessary will also be in direct contact with families, and we strongly encourage all our parents and carers to keep in regular contact so that we can support and advise as necessary. The aims of this plan are to ensure that all pupils continue to receive a high-quality education with a broad and balanced curriculum offering. Remote learning is aligned closely with in-school provision and pupils continue to make good progress.

What timetable or structure will this take and how will this be communicated?

Children in each year group will receive live lessons, learning tasks and additional activities that cover a normal

school day: 08:45 – 15:30 or 09.00 – 15.45, with the inclusion of breaks for lunch and outdoor activity. Weekly timetables for each class will be posted on Class Dojo by 4pm on the Friday prior to that week. Children will receive lessons for mathematics, phonics, English and the wider curriculum: in the EYFS, these will be delivered in small groups to promote engagement and individual attention for each child.

What online tools or platforms will we be using?

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The school will use Class Dojo to host pupils' work online. Live lessons for each year group will take place on Zoom. The links for these online lessons are shared on Class Dojo in order to ensure that children are able to access them each day. Class news, school information and updates will continue to be sent to families by Class Dojo and email, including links to supporting materials that may help structure and inform family support for learning at home.

What are the expectations for my child's engagement with home learning, and what support are parents expected to provide at home?

All children are expected to join daily Zoom lessons and submit three pieces of work: maths, English and wider curriculum via Class dojo. Children will need support accessing the lessons and organising their work, including managing the processes of logging in and accessing Zoom appropriately. Children should be able to complete the tasks independently following their Zoom lesson. However, some children may need further support and guidance.

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

Our class teachers have high expectations, which are communicated to all parents and children, of behaviour during zoom lessons. Children who do not meet these expectations are warned during the lesson. If the child's behaviour does not change, they are asked to leave the lesson. Class teachers then communicate this with the senior leadership team who will call parents and carers to discuss further. Children who are taking part in the lesson and answering questions are given positive praise and dojo points. Class teachers are monitoring the work that is being submitted on Class Dojo. They give feedback on at least one piece of work each day.

Teachers will contact parents and carers via Class Dojo if the work submitted causes concerns.

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

When your child has submitted their work on their online platform, your child's teacher will assess their progress against the learning objectives for the lesson, taking into account prior learning and your child's individual needs. Feedback will be offered by your child's teacher, and additional support may be offered to your child in the form of short intervention work, additional resources, or extra sessions. Celebrations of work will be shared weekly through assemblies and newsletters.

Supporting learning

Children will have daily English and mathematics tasks that are based on what they have learnt so far and some of the outcomes they are yet to cover. There will also be set tasks relating to subjects in the wider curriculum (science, R.E. history, geography etc.). Marking and feedback will be provided in English and maths within 48 hours of tasks being completed and submitted.

Children will receive information for curriculum tasks via Class Dojo or Zoom. In specific circumstances, teachers may also contact families via Class Dojo to ensure relevant information and guidance has been received. The teachers will explain concepts through a variety of methods including both written and verbal instructions, and videos that children can access and revisit if necessary. Teachers will provide tasks that encompass a range of abilities and will be supported in this by Teaching Assistants.

Children will be able to organise their day according to their own circumstances depending on their access to IT resources and adult support. Tasks will need to be submitted within the timeframe allocated. The tasks will take a range of forms including written responses, online quizzes/assessments, educational games and videos.

Children will have opportunities for contact with their class teacher during scheduled Zoom sessions. Children will also be able to comment on any work they submit through Class Dojo so that teachers can respond and support as necessary. Children are familiar with Class Dojo and school staff are confident using Zoom. Reminders and instructions for parents and children will be provided on the use of relevant software. There will also be practical learning opportunities and these would be followed with suggestions for activities that the children can do to consolidate and apply their learning using everyday resources at home.

The class teacher should email the school office on a daily basis to inform the school of any children who have not interacted with the work set that day. The school office will then contact parents to investigate why the child has been unable to work on that day. A record of this will be kept by the senior leadership team and followed up as necessary.

How will the school support my child if they do not have access to digital or online learning at home?

If your child does not have access to a device that supports online learning, the school will provide them with a loaned iPad or laptop. Collections can be arranged from the school office from 08:00 – 17:00 every weekday. In exceptional circumstances, printed work will be available from the school office in order to support children in accessing tasks. For families who do not have access to the internet at home, the school will provide support in obtaining Wi-Fi services during school or bubble closure.

How does the school work to support children with SEND, or who have additional needs at home?

Children with Education, Health and Care Plans (EHCPs) will be offered a place to learn as part of the in-school provision during closure. If families choose not to take up this provision, then Halley House will provide bespoke activities for the child's learning at home, accompanied if appropriate by a bespoke timetable or selected interventions. Children's individual learning needs will be planned for by teaching staff as they would be in school as far as possible, and class teachers or the school SENDCo will send families the appropriate resources to help support their children.

How does the school deliver remote education for younger pupils in the Reception Class?

Every week the Reception team communicates the timetable which includes the learning objectives and times of the three daily zoom lessons. The zoom lessons are approximately 15 minutes long and the class is split into small groups to enable greater individual attention and the continued use of consistent positive praise. The timetable also has a range of activities and learning opportunities for the children to do during their 'exploring time', to support families at home in engaging meaningfully within the early years' framework.

If my child is self-isolating while the school is open, how will their education be delivered remotely?

A designated member of staff is responsible for communicating with children who are self-isolating. This member of staff will make contact with the family on day one of isolation. Work is emailed to the child's

family, and once the work is completed it is uploaded on Class Dojo where it is checked and feedback is given. Where possible and appropriate this work will be in line with the learning that is taking place in the class, and will enable the child to access the in-school curriculum from home during isolation.

Specific timetables and expectations for home learning will be communicated directly by class teachers and phase leaders in the event of partial or full closure. We ask that parents and carers remain in regular contact with their child's/children's class teacher/s throughout any period of isolation. We are always happy to advise on any aspect of the curriculum, or home learning structures generally.

Pastoral care and wellbeing

Halley House School remains committed to maintaining our warm and nurturing environment beyond the school building, during what may be another confusing and challenging time for our children. Mental health and well-being is integral to our educational provision and there are clear plans in place to continue to support our whole community.

Children Provision

All

• Daily electronic communication via Class Dojo

• Regular Zoom or video sessions by staff

• Weekly email contact with all parents via Class Dojo with whole school updates

• Newsletter continues to be published

• Weekly log of contact by class teachers sent to Phase Leaders and SLT

• Home visits under ongoing review – instigated if concerns escalate

EHCP & SEND - In addition to All:

• At least one weekly telephone call from SENDCo

• Home visits under ongoing review – instigated if concerns escalate

CP/CIN/Early Help Involvement - In addition to All:

• At least one weekly telephone call from a member of safeguarding team

• Home visits under ongoing review – instigated if concerns escalate

• Weekly telephone conversation by member of Designated Team with allocated Social

Worker or relevant SW team - Vulnerable In addition to All:

• At least one weekly telephone call from a member of staff

• Home visits under ongoing review – instigated if concerns escalate

What can parents do to prepare?

Please ensure we hold the most up to date contact details for you. If you need to make any updates, please contact the school office as a matter of urgency. Thank you.

To support your child in the event of school closure we recommend you ensure:

-Basic stationery such as pencils are available at home.

-Children have access to a laptop, desktop, tablet or mobile device so that they can access online learning materials. If you do not have access to such devices, please contact the school office.

-Consider where your child will work if they are home learning. Do they have a workspace with a chair and desk (or table) to work on? If not, please contact the school office.

-Ensure that you have a selection of reading books for your child to enjoy during a period of home learning.

-Aim to provide a range of games and toys, such as Lego, so that your child can enjoy regular play activities.

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Completed by: Toby Mills-Bishop, in consultation with staff and guidance from the DFE

This provision will be subject to ongoing review by the Senior Leadership Team and staff

Next review: July 2026