

## **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.

### **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 in the first day or two of pupils being sent home?**

For the first day of self-isolating please use the work ideas posted on the school website: <http://www.huncoteprimary.org/> Look at the tab 'For Pupils' and choose the child's class, at the bottom of the page is a document link titled 'Work for students in self-isolation'. All pupils had a workbook sent home in the Autumn Term for such an eventuality.

### **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?**

As far as possible we aim to teach the same curriculum remotely as we do in school. However, some adaptations may need to be made in some subjects. For example, for Art, PE, DT and practical activities the original plans may be changed to make it more appropriate to home learning and the resources available.

### **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:

EYFS	Three hours of work:
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	An example of our daily timetable in school is: Phonics – Literacy - HW - Break - Maths – Lunch - Reading time - Topic
Key Stage 1	Three hours of work: An example of our daily timetable in school is: Phonics - Maths - Break - English- HW – Lunch - Reading time - Topic
Key Stage 2	Four hours of work: An example of our daily timetable in school is: Reading – English – Spellings - Break – Maths - Lunch- Reading time – Topic – Physical Activity

## Accessing remote education

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

Class teachers will send you the work for the next day via Class Dojo Portfolio (information on how to access this can be found on the school website under Remote Learning). Please send any work completed back to teachers via the Class Dojo app. Instructions for this can be also be found on the website on this page. Work will be assessed and commented upon by the teachers and sent back for corrections or improvements where required.

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

We recognize that some pupils may not have suitable online access at home. In this January lockdown we have made sure that all materials are accessible from a smart phone as we are aware that the majority of our families have access to this. If this is not available, we take the following approaches to support those pupils to access remote education:

- Where possible we will issue or lend laptops or ipads to pupils who do not have access to any devices (including smart phones). The devices lent out will have the relevant software and security measures required.
- If this is not possible or if preferred, printed materials will be provided to pupils as needed.
- Information regarding Free Data packages has been sent out to parents.

## How will my child be taught remotely?

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

### **WHOLE BUBBLE SELF-ISOLATING** *(this includes the staff members)*

On the first day/afternoon if possible, Class Teachers will inform parents of the timetable (this will be similar to in school). Please feel free to ask questions of the Class Teacher or Teaching Assistant via the messages function on Class Dojo. Feedback will be provided for some tasks individually and for others as a next step on Class Dojo.

*As much as possible, work will be uploaded the night before, although this may not be possible on the first day.*

### **REMOTE LEARNING – NATIONAL OR LOCAL LOCKDOWN**

**Daily Timetable** – Class teacher will post on Class Dojo a suggested daily timetable for the following day the evening before if possible, if not definitely by 8.30am of that day.

**Maths** – Class Teacher will create a portfolio activity for Maths containing a link to the white rose maths video (for Yrs 1-6) and the corresponding worksheets for the lesson. They will also add any further prepared videos from themselves if needed. The work is to be completed in the work book already sent home, or on the screen, or if you wish to print the sheet out, on the sheet. Parents to send a photo of the completed work back to class teacher or the completed sheet if done on screen via the child's Class Dojo portfolios. The teacher will then feedback any corrections that need completing after marking. If extra videos need adding for explanation during the day, these will be added to the class story.

**English** – Work will be set via a portfolio activity. Work to be completed in the exercise book and parents to send photo of the completed work back to the class teacher or the completed sheet if done on screen via the child's Class Dojo portfolio. This is the same for Phonics and Handwriting where set, and any Reading activities.

**Afternoon work** – Work to be set via the child's portfolio on Class Dojo. Work to be completed in exercise books or on any sheets attached and photos or sheets sent back on the portfolio to the Class Teacher.

- During videos children may be asked to pause it whilst they do something then move onto another bit.

- Teacher's may upload videos of a demonstration/modelling of an activity either on the portfolio task or on the class story if parents/children need it.
- The Government has indicated that Oak National Academy materials can be used. This maybe more appropriate for topic and afternoon lesson, however we will not be using this for Maths and probably not for Literacy as we would like to follow the curriculum plans already in place and will only use if they enhance the planned lesson.
- There will be at least one additional activity set each day such as handwriting, arithmetic, phonics etc. Again, this will be through Class Dojo.
- Class Teachers have been asked to remember that the majority of parents are not teachers and it is important to make it very clear what is required.

*We will also be providing fortnightly group session check- ins via Zoom. Details of these will be sent s few days before on Class Dojo. There is also separate Guidance for the running of these Zoom sessions for Parents to read.*

## **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?**

Where a whole bubble is isolating engagement and work returned is tracked by the class teacher and any concerns reported to a senior leader. 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.

In Lockdown situations we recognise that parents may be working from home full-time as well. Families may also have more than one child at home that requires help to access the work, or there are a limited number of devices within the home. That is why any videos provided are pre-recorded and can be watched at any time. Some of the tasks provided can be completed independently especially as the child gets older, and a variety of ways of recording answers to tasks are acceptable. Work can be submitted at any time including over the weekend but will not receive feedback until the following working day if submitted after 4pm Mon-Thurs and 3pm on a Friday. Parents are encouraged to complete Maths and English tasks as a bare minimum including phonics and Reading.

Parents are helped with a routine by the provision of a daily timetable but this can be adapted to suit individual needs.

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

In a lockdown a grid is used by the class teacher to record if work is being submitted by the child. Any concerns are raised with a senior leader and contact is made weekly with parents to discuss any problems or if further help is required, e.g. a printed pack. A record of this contact is also kept.

Teachers will also talk to parents regarding any issues and will talk to the child if the parent agrees that this may help.

## **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:

Feedback will be provided using our learning platform Class Dojo. When a piece of work is submitted by a child/parent on the child's portfolio the teacher has to approve it. On some pieces of work this will be a short comment, e.g. Fab / thumbs up / or a 'like'. Some pieces of work will be sent back in draft form for corrections to be completed, e.g. in Maths Look again at Q7 for me please. In written pieces of work the child may be asked to rewrite a section or edit their work to add for example punctuation.

All children will receive daily feedback on their submitted work.

## **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:

- Staff will differentiate and scaffold activities for children where needed and in line with the child's area of SEND.
- Staff will be available on Class Dojo during the school day to respond to any questions or concerns regarding the work set and will support parents where required.
- Mrs Matthews, the SENDco, will be available to respond to concerns and support parents where necessary if they message her on Class Dojo, but the first port of call is the Class Teacher.
- Where a child has an EHCP and where appropriate, staff will provide additional activities in line with the outcomes and provision identified in the EHCP.

## 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?**

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