



Huntington

Community Primary School

Remote Education

January 2021

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 where national or local restrictions require year group bubbles, or the entire school, 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?

In the initial period of remote education, lasting at most two days, pupils will be provided with access to online resources which consolidate previous learning in the core subjects. The school will move to the full curriculum offer outlined below as rapidly as possible, however.

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.
- Core subject teaching (English, Maths and Science) will cover the same learning objectives and planning, and utilise the same purchased schemes as used in school (*Pathways to Write/Read, White Rose Maths, Science Bug*). Scientific investigations will be adapted, considering the equipment likely to be available at home.
- RE and History/Geography (often the term's topic focus) will be covered as per the school's long term plans, as best as can be achieved in the home environment.
- Other subjects will make use of online resources to meet the planned objectives as best as is possible.

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:

Nursery & Reception	Up to 3 hours
Key Stage 1	3 hours
Key Stage 2	4 hours

Accessing remote education

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

Nursery & Reception will use *Tapestry* to access remote learning and communicate.

Years 1 to 6 will use *Google Classroom*.

Google Meet will also be used by all year groups when participating in live sessions.

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:

The families of all pupils formally designated as Disadvantaged will be contacted directly by the school to ensure that our remote education is accessible to them. If it is not, DfE provided Chromebooks or school laptops will be provided (this was completed by January 15th 2020 during the current lockdown).

We will also invite the families of all other pupils to complete an online survey to identify any access issues. Following this survey, an order for additional devices will be placed if necessary (completed by January 13th 2020) and an interim offer of school tablets made.

We will prefer in all cases not to distribute printed materials, to reduce viral transmission through physical contact. The need for this could be reassessed depending on individual circumstances.

Any parent/carer whose child does not have suitable access to our remote education should contact the headteacher directly (head@huntington.cheshire.sch.uk).

How will my child be taught remotely?

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

Within the context of a carefully sequenced curriculum, use will be made of live teaching, recorded teaching (e.g. teachers' own video recordings, *Oak National Academy* lessons), commercially available websites supporting the teaching of specific subjects (e.g. *BBC Bitesize*) and educational site subscriptions providing regular practice of key skills (e.g. *Reading Planet*, *Times Table Rock Stars*).

More specifically, the following will be provided:

EYFS (via *Tapestry*)

- A weekly map of activities, with embedded hyperlinks to supportive resources.
- Recorded teaching – two videos each day.
- A daily live story session.
- Fortnightly live group wellbeing sessions.

KS1 (via *Google Classroom*)

- A daily outline of lessons.
- Recorded teaching – two videos each day, with associated resources provided to support and activities set for completion.
- A daily live story session.
- Fortnightly live class wellbeing sessions.

KS2 (via *Google Classroom*)

- A daily outline of lessons.
- Two live teaching sessions each day - live lesson input for one morning session, live afternoon story/feedback session.
- One recorded teaching session each day.

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?

Pupils are expected to engage with all activities set, and to submit work via the electronic platforms by the deadlines specified.

Parents/carers are expected to ensure that remote learning access is available at home (and to contact the school if it is not), and to support their children in setting a routine that fits with the family's needs, whilst ensuring the curriculum provision can be accessed in full (whether time-shifted or live).

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

Pupils' engagement with remote education will be assessed on the basis of work submitted via the electronic platforms. Teachers will complete a weekly assessment of engagement using the school's INSIGHT platform, for analysis by the Senior Leadership Team.

Where engagement is a cause for concern, parents/carers will be contacted by telephone to offer support and explore what barriers may exist to fuller participation. Once initial contact has been made, if continuing support is required contact may be sustained by telephone or email.

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:

Pupils will receive written feedback on all pieces of work submitted via the electronic platforms, and assessments will be recorded via the usual school procedures.

Where live lessons occur, feedback may take the form of whole-class feedback, identifying common misconceptions and providing exemplars of good practice.

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:

SEND

All children with allocated 1:1 support assistants have been categorised as Vulnerable and offered a place in school. Where this offer has not been taken up, and for other pupils with SEND, support will be offered via regular phone calls, differentiated online work and the provision of additional resources (e.g. practical mathematics apparatus) as necessary.

Younger Pupils

For Reception pupils, remote education planning / resources covering literacy, maths and phonics will include clear differentiation, and extension activities will be set for the higher ability children.

Children with SEND will be provided with personalised additional resources and activities via *Tapestry*, targeted at particular objectives that require development (e.g. phonics blending).

Teacher-recorded videos will be made available, illustrating how to make the activities demonstrated easier / harder to match the differing abilities of pupils.

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?

Individual pupils self-isolating will be provided daily with online resources to enable them to work on the same learning objectives being addressed in class, in the core subjects (English, Maths, Science) and additional areas as appropriate (e.g. termly topic work).

Feedback will be provided on all work submitted via the electronic platforms.