

# Hunton CEP 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 bubbles) to remain at home.

Please refer to the school website [Hunton Primary School](https://www.huntonprimaryschool.co.uk/) where a home learning page has been set up. On this page is a detailed letter outlining how our children and parents can access Microsoft Teams, our chosen online learning platform.

Please contact the school office if you are having difficulties accessing these platforms.

## **The remote Curriculum: what is taught to pupils at home?**

At Hunton CEP School, we have continued to ensure every pupil has access to English and mathematics learning. While the approach to these subjects has been adapted to our standard approach in the classroom, teachers continue to ensure the continuous provision of these subjects. Additionally, teachers are committed to ensuring a broad and balanced curriculum and are continuously finding resources and ways to teach other foundational subjects in the National Curriculum.

## **What should my child expect from immediate remote education in the first day or 2 of pupils being sent home?**

All pupils have been set-up with a username and default password to access Microsoft Teams. This password will need to be changed upon logging in for the first time to a secure password. Once logged in, pupils will be able to see the assignments set by their class teacher with access to teacher instructions, resources and teacher assessed feedback.

## **Will my child be taught the same curriculum to critical worker children being taught in school?**

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make adaptations to some subjects that cannot be delivered in the same way at home. Furthermore, activities are open and with suggestions dependent on resources at home. This may include:

- Art and DT – background work may be completed but a lack of resources at home may restrict activities

- Science – Empiribox home learning videos to replace any live experiments in school. Children may be able to watch experiments via Empiribox home-learning website.
- Music may be delivered through an online platform e.g. the Oak Academy – understanding pulse and rhythm.
- Some units of work have been rearranged to fit in better with remote learning
- Some core texts have been uploaded to Teams digitally.
- Reading books are not available and teachers have scanned reading books, set-up Oxford Reading Owl logins and promoted the Oak Academy Virtual Library.
- Allowing more time for discussion in class than in remote learning
- Access to work will also depend on the device that children are using at home.
- Pupils in school will access and complete work using hard copies.

## 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 & KS1	<p>20-30 minutes per week Live Star of the Week assembly via Zoom to celebrate outstanding work.</p> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>○ 1hr teacher led activities- including some pre-recorded stories/support</li> <li>○ 1hr adult supported learning</li> <li>○ 1hr child initiated</li> </ul> <p><b>Years 1 and 2 –</b></p> <ul style="list-style-type: none"> <li>○ 1-hour Numeracy</li> <li>○ 1-hour literacy - to include handwriting, spelling, reading, phonic and writing</li> <li>○ 1-hour foundation subject.</li> </ul>
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Key Stage 2	<ul style="list-style-type: none"><li>○ 1 ½ hours literacy. This includes reading of core text, grammar lessons, spellings and writing through specified, focus genre.</li><li>○ 1 ½ hours numeracy. This includes times tables, interactive PowerPoints or videos and independent maths tasks.</li><li>○ 1- hour of foundation subject.</li></ul>
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## **How will my child access any online remote education you are providing?**

The main platforms we will be using to deliver online learning are:

- Microsoft Teams
- TT Rocks
- Zoom for weekly Star of the Week assemblies.

## **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:

- A limited numbers of laptops are available for pupils to use for the duration of remote learning. Please contact the school office if you require one [office@hunton.kent.sch.uk](mailto:office@hunton.kent.sch.uk)
- Printed work packs will be available to collect form the school or delivered to pupils who do not have technology at home. Feedback will be provided to the pupils. Please inform the school office if you require a pack of work
- Class teachers to give weekly welfare calls to all pupils and parents to see if there is anything we as a school can help and support with.

- The school is able to access government funding to support internet connections through free mobile data increases or 4G wireless routers for parents who meet all 3 of the following criteria:
  - No fixed broadband at home
  - Cannot afford additional data for their devices
  - Is experiencing disruption to their face to face education

Parents/carers can call the school to speak to a member of the senior leadership team who can assist in supporting the children working remotely or answer any questions you may have

## **How will my child be taught remotely?**

All pupils will have access to high-quality education when working remotely. The school will use a range strategies and teaching styles depending on the age/year group of the child.

Some examples of remote teaching approaches:

- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home/ access to the virtual library
- access to online learning platforms used in school - TT Rockstars, Oxford Reading Owl
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. White Rose and Empiribox videos

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

We know that the lack of routine and structure from not attending school can have a negative effect on some children. There is an expectation that children engage with all the work set. We accept that this is not possible for all parents and ask that you complete what is possible throughout the day. Where this is not the case, the school will contact the parents/carers to offer support and identify any possible barriers to them not accessing the work.

We fully appreciate the pressures that remote learning can place on parents and carers, balancing home learning and trying to work from home.

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

Teachers are able to see who has 'viewed' the work and who has submitted work to be marked. Where there is a concern, teachers will make contact with the parent to see if they need any support or to remove any barriers from the child not able to access the learning.

Teachers also feedback on work so parents/carers are able to see how well their child is doing/ any concerns the teacher has.

## **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:

- Submitted work will be marked and individual feedback will be given
- Praise during Star of the Week assemblies and examples of good work.
- Chats to children during weekly welfare calls by teacher or support staff.
- Marked written comments on pieces of work via Microsoft Teams
- Self-marking

## **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:

- Teachers will plan lessons that are inclusive and take account of individual needs
- All provision for remote learning will be subject to the class group's age, ability and/or any additional need
- Teachers will monitor and assess the progress of all pupils and discuss additional support or provision with the SENCO as soon as possible
- Work may be differentiated to allow all children to access the remote learning at their specific level
- In some cases, teachers will provide separate learning packs
- Interventions: speech and language links via Zoom and Project Salus sessions.

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

Remote learning for pupils required to self-isolate will take a similar format to that stated above.