



## **Remote Education Provision**

Hunwick Primary School aims to continue to provide an ambitious and broad curriculum in all subjects. Our overarching aims are to keep our core purpose of teaching and learning continuing as effectively as possible, and to maintain a connection between staff, pupils and their families. We have extensive plans for the provision of remote education where needed and to ensure that when children need to be educated at home, for example, due to shielding, self-isolation or if a national lockdown is implemented, that they are given the support they need to continue learning.

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.

### **Why do we have an online remote learning tool?**

On 1st October 2020, the Department for Education (DfE) published a directive under the Coronavirus Act 2020, which states that all state-funded school age children must be provided “immediate access to remote education”. The DfE made clear within the Directive that “schools have a legal duty to provide remote education for state-funded, schoolage children unable to attend school due to coronavirus (Covid-19)”. This direction comes into force on 22nd October 2020 and will have effect “until the end of the current school year, unless it is revoked by a further direction”.

### **Remote learning expectations**

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we have the capacity to offer immediate remote education. We have a strong contingency plan in place for remote education provision and this can be seen in the ‘Remote teaching and study time each day’ section. This planning is particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we will:

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school’s curriculum expectations.
- Give access to high quality remote education resources
- Use Google Classroom across school to allow interaction, assessment and feedback.
- Provide printed resources, such as textbooks and workbooks, stationary and all digital platform passwords. These resources will be given to every child in school and are to be stored safely at home in preparation for any periods of enforced school closure or self-isolation.
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support. We will work with families to deliver a broad and ambitious curriculum for all pupils.

When teaching pupils remotely, we will:

- Set learning so pupils have meaningful and ambitious work each day in a number of different subjects.
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built upon, with a good level of clarity about what is intended to be taught and practised in each subject.
- Provide frequent, clear explanations of new content, delivered by the class teacher in school and provide high quality curriculum resources and videos from our specialist teachers.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils’ understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school.



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

On the first day of remote education, troubleshooting will take place to ensure all families have access to Google Classroom and all other digital platforms used by the school (MyMaths, TT Rockstars/Numbots, Fiction Express, Lexia).

A live Google Meet will be scheduled for the first day to ensure access is available for all. This will enable us to schedule and explain in detail the full timetable of lessons, beginning from day 2.

Support and guidance will be given to our families, and any families having difficulties accessing the online platforms will be supported by the class teachers in the first instance. Some pupils with Special Educational Needs or those working significantly below age-related expectations may receive additional printed learning materials, tailored to their individual targets. EYFS and KS1 will have a home learning pack available within the first two days. All year groups will have access to the weekly timetable and details about connecting on to Google Classroom available on the school's website within 24 hours.

## **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:

- Planned lessons which require specialist equipment and/or materials (i.e. in Science, Music or Design and Technology) may be adapted to suit learners' at-home accessibility to such resources.
- English may be based on short extracts or stories rather than a longer novel or book.
- PE via online resources which will focus on keeping fit and active rather than for teaching specific skills.

### **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	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?**

Children will access resources through Google Classroom, MyMaths, TT Rockstars, Numbots and Lexia (they all have individual log in details, which have been shared with parents/carers, to access remotely and in school).

Google Classroom will be used to deliver live lessons. Again, pupils have their own unique log in details. Class teachers will be available to support with any tech issues should they arise. Class teachers can be contacted via their class email or the Google Classroom private message function for any teaching or pastoral support. There will also be additional links to DfE approved resources such as The Oak Academy, Letters and Sounds videos etc.



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

Hunwick Primary School recognises that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Pupils who do not have a suitable electronic device will have a device allocated to them to ensure they can access remote learning – a device loan agreement must be signed in this instance. Pupils who have no internet access will be given a paper home learning paper pack until Wi-Fi devices/additional mobile data can be sourced and allocated.
  - Parents who require printed materials for their child (because they have no internet connection or a suitable device at the time) should contact their child's class teacher via email. This will only be in circumstances where pupils are unable to access online resources. When collecting their pack from the main entrance, they should return the previous pack to school. This will be quarantined for 72 hours before teaching staff can mark and assess. Feedback will be given where appropriate.
- For any further information about remote learning, please contact the individual class teachers in the first instance.

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

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

- Live teaching on Google Classroom
- Recorded teaching (video/audio recordings made by teachers)
- Recorded teaching by DfE approved providers e.g. Oak National Academy lessons
- In exceptional circumstances printed paper materials will be produced by teachers (e.g. workbooks, worksheets)
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, for example, White Rose Maths
- Long-term project work and/or internet research activities

Pupils in Key Stage 2 will use their personalised G-Suite account to complete class work, communicate with their teachers and learn 21st century digital citizenship skills. This account can be accessed by any device you and your child have available for use, be it a laptop, tablet or desktop PC. Their account still remains a school-controlled account, it just means that you have ultimate flexibility in choosing the device that best suits your family circumstances to remotely access the online account. Parents and children should never share the G-Suite account password with another individual, this is explained with other precautions to children when modelling our online safety expectations in e-safety lessons and to parents via our school newsletters to ensure the security of the account and that pupil's data is handled with the upmost care.

We would like to inform parents/carers that Google Classroom will show the names of the other children in your child's class when they login. The ICO has said that this is a reasonable and proportionate way for children to access the resources during this current time. Google's Privacy Policy for G-Suite can be found here: <https://policies.google.com/privacy/update>

## **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?**

We expect all pupils to engage in remote learning. In school, we are providing all pupils access to live lessons and online learning. We expect parents/carers to work in partnership with the school. At home, we expect them to ensure children are ready and able to access learning, set routines, hold high expectations in the quality and quantity of pupils' work, and to maintain communication with school staff on a regular basis. We expect the agreed Remote Learning Code of Conduct to be adhered to at all times.



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

It is important the children engage with the remote learning activities to continue their education during periods of self-isolation. However, we do acknowledge that each family's home circumstances are unique and there may be factors that affect engagement with home learning. These may include parents working from home or limited access to technology among other factors. Communication is essential and we ask that if parents are finding things difficult to get in touch with their child's class teacher so we can support and put measures in place. Below is how we will ensure your child is engaging with their work:

- School staff will check pupils' engagement daily and will contact families if there are any concerns. If no contact can be established via telephone, a home welfare visit will take place.
- Pupils who are working with printed materials will be contacted to check how children are managing and if any support is required.
- If pupils/families have any trouble accessing the resources/require any additional support or guidance, they can contact the class email or Google Classroom private message function to request assistance.
- Teachers will provide further assistance and feedback for children and parents as soon as possible, thus ensuring maximum engagement with the remote learning timetable.

## **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. Our aim is to provide timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons. For example, wholeclass 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:

- Verbal feedback from teachers throughout live lessons
- Work set on Google Classroom will be marked/have feedback given electronically
- Feedback will be communicated with pupils and families through Google Classroom or via telephone/emails

## **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 at Hunwick Primary School, 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:

- Pupils may be given paper materials which are designed specifically for their individual targets and needs.
- Pupils may access other year group materials to support with their learning and development.
- Work may be adapted/additional support given in whole class live teaching where appropriate.
- Oak National Academy specialist content for pupils with SEND covers communication and language, numeracy, creative arts, independent living, occupational, physical and speech and language therapy.
- On-going interventions from external providers e.g. MABLE, Speech or Occupational Therapy plans should have already been shared with home by those therapists and this work can continue at home.

## **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 may differ from the approach for whole groups.

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

The main difference in this instance is that pupils would not access live teaching, only the resources and activities.

- Where possible, PowerPoints, worksheets and teacher planning notes from lessons delivered in school will be made available with relevant follow up tasks.
- Where possible, children will be directed to DfE approved programmes e.g. Oak Academy which are in line with the curriculum being taught in school
- Parents can contact the class teacher via email or the Google Classroom private message function as required, however please understand that the class teacher will have a full, in class teaching commitment

Pupils isolating should access their year group's learning through our virtual school platform: Google Classroom. This is the curriculum that would be taught in school to all pupils. For pupils who require specialist provision, arrangements will be agreed in consultation with parents/carers, class teacher and SENDco.