



DIOCESE OF SOUTHWELL
& NOTTINGHAM

MULTI ACADEMY TRUST

Hucknall National C of E Primary School

**Remote education provision:
information for parents**

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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?

In the event of a bubble closure whilst the children are in school, pupils will be sent home with general paper work packs and reading books.

All pupils will be provided with access to remote learning via Google Classroom and/or Class Dojo. Class teachers upload the sequence of work for each year group onto this platform every week.

Remote education, linked to the learning taking place in class, will be available immediately via Google Classroom, as this is uploaded weekly by the class teacher. Live lessons will be available the following day after a closure at the latest. This will include the provision of 3 hours of remote education for pupils in Key Stage 1 and the provision of 4 hours of remote education for Key Stage 2. Remote education will consist of a minimum of two live lessons (either from the class teacher or online providers) per day as a minimum.

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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

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, physical education, particularly team games, would need to be replaced with more general physical activities. It will also be taken into account the materials and resources that you may have at home, which might impact on some science investigations and more practical activities, such as art and design and technology. Any

subjects that rely heavily on specialist resources, we will aim to adapt or defer until pupils access school again.

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:

Primary School aged pupils	EYFS & KS1: 3 hours a day on average across the cohort, with potentially less for the youngest children. KS2: 4 hours a day on average across the curriculum. This time will be spread across live and recorded lessons, physical activity, online worship, completion of tasks set, directed play (for younger children) and other online learning (Oak National etc.).
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Accessing remote education

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

Remote education will be predominantly delivered via the online platform, Google Classroom. Log in details and guides to access and submit work are available on the school website. Work can also be submitted and you can communicate with the class teacher via Class Dojo.

Live lessons will be delivered via Zoom. Rules and guidelines for accessing these sessions have been published to all parents and are also available on the school website. Whenever possible, live lessons will be recorded so that they can be accessed later in the day; this may help if you have more than one child accessing remote education.

Paper packs of work to be used in conjunction with the educational provision on Google Classroom will be available to collect from the school office whenever possible.

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:

- All parents and carers have been informed that they can apply for a school device or internet access through the school website. You can also telephone the school office and speak to a member of staff individually.
- All families will be contacted by their class teacher and receive a courtesy call from the school to ensure that they can access remote education. This will be monitored by each class teacher and any pupils not accessing provision will be contacted by the school.
- In the event of any closure, contact will be made with all parents who have indicated that they require access to an electronic device and arrangements will be made for laptops to be collected or dropped off prior to the commencement of online learning.
- Should any parents find that during the period of lockdown they develop a need for a device, or find that their school laptop is not working properly, they will initially contact the school office or their class teacher. Arrangements will then be made for a device to be made available in as short a time as possible.
- If parents do not feel that they have either the electronic device required, or the technical knowledge to support online learning, the school will support parents with ensuring that their technology is working and accessible. Work can be submitted in different formats to support in the range of technology available at home, including Google Classroom, Class Dojo and submission of photographs of work and activities. Places in school will be considered by the headteacher.
- Paper packs of work will be provided when possible and these will complement the live lessons and work being provided on Google Classroom. These will be available to be collected from the school office. Additional paper resources and support materials may also be provided for SEND pupils.
- If a child does not have access to digital technology, and the parent is adamant that the child should stay at home, the class teacher will make arrangements for learning packs to be made available and will communicate with the parents the regularity with which work should be submitted to the school office so that feedback can be given.

How will my child be taught remotely?

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

- live teaching (online lessons, sometimes live from the classroom/class teacher, via Zoom, twice a day, mostly for reading and writing)
- recorded teaching (e.g. Oak National Academy lessons, White Rose Maths, video/audio recordings made by teachers)
- Online learning platform (Google Classroom) for timetables, provision and submission of school work. Google Hang Out and Class Dojo can be used for communication with the class teacher or by using the chat function in Zoom sessions.
- printed paper packs produced by teachers (e.g. workbooks, worksheets. These will complement the work available on Google Classroom and individual packs may be provided where personalised provision is required)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (Purple Mash, Times Tables RockStars, BBC Bitesize).
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)
- One-to-one and small group sessions may be used to support reading and from assessment of learning.

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?

There is an expectation that all children will engage with all learning (as would be the case if they were in school). We recognise that even during a period of home learning, children might be unwell or it may be difficult to provide parental support at periods during the day. Where this is the case, we would ask parents to inform the class teacher so that they are aware and can perhaps suggest alternative support available. If parents are finding online learning a challenge, particularly where they are supporting more than one child at home, this should be communicated to the class teacher who will inform which sessions are a priority etc. – the wellbeing of both children and parents is extremely important and where expectations become too onerous, parents must 'do their best'.

To support families at home, we provide as many recorded sessions as possible, so that you can access them in a time that is suitable to you. We also provide work in as many different formats as possible to support your individual circumstances at home.

Children will find home learning much easier if routines are put in place (as would be the case in school). Please endeavour to stick to the teacher's time table for each day and have routines for play, lunchtimes and work – you might also find it helpful to get your child to wear school uniform and to work in a designated space each day. We appreciate that younger children need to be supported in most of their learning and for this reason, we will provide a combination of live and recorded sessions to allow flexibility to those parents who need to fit other commitments into the 'school' day. We would expect parents to provide at least some supervision to ensure that the child is on task.

As a school, the importance of physical activity and mental health activities are equally important as academic studies, especially when we are asking pupils to participate in a lot of screen time. The school will endeavour to ensure that there is a good provision of physical and mental health activities to support children at home.

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

- Engagement with remote education is checked daily. Staff keep a running record of pupils that attend live teacher sessions. Staff keep a weekly record of work submitted via Google Classroom or Class Dojo.
- Where a child isn't online regularly and / or misses some of the online learning, a concern will initially be raised with the child's parent via Class Dojo. If, having done this, concerns still remain, the class teacher will communicate this to a member of the school's senior leadership, who will contact the parent to discuss how additional support can be put in place.

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:

- Immediate feedback during live teaching sessions where pupils contribute verbally or through the chat function. This will also inform whole class assessment.
- Written comments and feedback is provided for work submitted via Class Dojo or Google Classroom.
- A range of other methods are provided by teachers, including automatically marked quizzes, Google Hang Out and answers provided for self-marking.

- Feedback will be at least once a week, but is more than often provided daily.

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 differentiate English and Maths lessons.
- Class teachers provide additional activities for SEND pupils.
- SEND pupils receive an additional paper pack of work and resources personalised for their needs and ability.
- Additional resources are provided on the school website, including social and emotional resources and resources to support accessibility.
- The SENDCo will make a telephone call to all pupils on the SEND register to support them and provide additional support as required.
- One-to-one and small group sessions are provided as required.
- For younger pupils, live sessions are shorter and mostly delivered by the class teacher for familiarity and our staff are best placed to understand any child's individual needs. Staff work hard to provide activities that are practical, often involve outdoor learning and encourage pupils to learn through engaging activities.

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?

If a child is self-isolating, at a time when most of the cohort are being taught in school, it is unlikely that they will receive the same level of support that would be the case in a whole class closure. However, parents can expect their child to be kept in touch with their class through, for example, being invited to join Zoom for a short part of the day. The teacher will also make work available that the child will complete at home – this will follow the same curriculum as in school. All teachers upload all their work for the whole week

onto Google Classroom so that this can be accessed immediately at home and will match the learning taking place in school.