# 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?

* Pupils will have work packs delivered with any resources they may need.
* We will focus on delivering loaned laptops if necessary and will be in touch with parents regarding access to our remote learning package

### 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 will set English and Maths work to meet each individual pupil’s needs. These targets are set by their teachers and focus on areas that children need to work on in order to make progress.
* Science, Humanities and PSHE are based broadly on the curriculum taught on-site. We also send out Personal Development Challenges for each pupil to complete at home.

## 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:

|  |  |
| --- | --- |
| Key Stage 1 | 3 hours minimum. Parents/carers may wish to allow their child to have more learning time at home per day. We have ensured that there is enough work set for this.  |
| Key Stage 2 | 4 hours minimum. Parents/carers may wish to allow their child to have more learning time at home per day. We have ensured that there is enough work set for this |

## Accessing remote education

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

Google Classroom

Matheltics

Lexia

BBC Bitesize links

### 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:

* We have conducted surveys and believe we have up to date information from parents/carers.
* We will loan laptops and dongles – we have loan agreements in place. Please call the main office 020 7504 0550 / email the main office info@kenningtonpark.org.uk for information or to request support
* Every pupil will receive a hard pack of work –we are delivering these weekly/fortnightly.
* Pupils can submit work from the hard packs via email / text to 07854 265 287/ send back as deliveries arrive.

### How will my child be taught remotely?

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

* Live sessions – assemblies and 1:1 meetings with staff
* Recorded teaching -Oak National Academy lessons set on Google Classroom.
* Printed paper packs produced by teachers (e.g. workbooks, worksheets)
* Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences – Mathletics, Lexia, BBC Bitesize clips –through Google Classroom

## 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?

Refer to our Expectations document on the website

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

* We will check engagement daily
* Refer to Engagement Escalation flow chart on the website

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### 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:

In this section, please set out briefly:

* Mathletics and Lexia provide instant feedback to the pupils and staff.
* We will teacher assess the work sent back.
* Each home learner has a member of staff assigned to them –who is responsible for conducting welfare checks and providing feedback, We will contact pupils and parent/carers twice a week and provide feedback on specific pieces of work. This may be done via a phone call or a virtual meeting. We will also email parents/carers if necessary.
* the methods you will use to assess and feed back on pupils’ work
* how often pupils will receive feedback on their 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:

* All pupils with EHCPs have their EHCP targets sent home as reminders.
* We will amend the curriculum to meet individual needs and ensure that it is accessible.
* Our pupils’ individual Social Emotional and Mental Health needs will be considered when planning remote learning -to ensure that the activities do not create additional family pressures (emotional/ financial etc). This could mean we provide a lot of resources –pens/pencils/rulers etc. We will discuss needs with parents/carers at least twice a week and amend our package accordingly to meet individual needs.

## 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?

* Any child self isolating will be sent work that the class are participating in. This will take the form of Google Classroom Oak Academy lessons and hard packs.
* Mathletics will be set -to match their in-class targets for Maths.
* A staff member will be assigned to monitor welfare and provide feedback