

Remote Education Provision

Hever CEP School



Approved by:

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Next review due by: May 2027

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?

We provide Google Classroom and twice-daily Zoom registration/lessons from the first day. The curriculum on the first two days may contain some pre-prepared 'stand-alone' lessons. This will give the teachers time to create further content.

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?

Wherever possible we teach the same curriculum remotely as we do in school. Some subjects such as PE and music are harder for the children to access at home but we will still teach these subjects with adaptations.

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	After daily registration, we offer a mathematics and an English session daily that should take approximately half an hour each to complete. The daily phonics lesson should take 20 minutes to complete. In
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	addition, there will be another session to ensure curriculum coverage of approximately half an hour. This combined with story time, assemblies, mindfulness, music and PE, will fill the school day.
Key Stage One	In Key Stage, daily mathematics and English lessons (which incorporate phonics and spelling) take an hour each to complete. In addition, there is daily handwriting and a foundation subject which combined take an hour to complete, along with assemblies, mindfulness, reading and stories. These all fill the timetable for a school day and are the same for those in school and at home.
Key Stage Two	We will provide a minimum of 4 hours teaching and study time each day following the same provision at home as in school.

Accessing remote education

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

Children at Hever will access online learning through Google Classroom and Zoom. We may also use other digital resources such as TT Rock Stars and Spelling Shed.

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 a limited number of devices that can be borrowed by families on request. Parents /carers should contact: office@hever.kent.sch.uk to request a device. They will need to sign an agreement form before the device will be issued to them and must return the device once the period of home learning ends.
- If parents require help with an internet connection they will contact the school.
- Printed materials can be collected from the school office by prior arrangement. Work must be returned to teachers by the set deadlines via email or by returning the paper pack to the school office weekly.

How will my child be taught remotely?

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

- We provide twice-daily Zoom registration/lessons with a child's class teacher at 9.00am and 1.30pm. This session enables daily contact between pupils, peers and their teacher. The teacher will use each session to share their screen and explain the lessons that have been set on Google Classroom. Children are able to stay on the live session if they do not understand what to do and ask further questions and receive support.
- Lessons on Google Classroom have a pre-recorded video or narration of flipcharts created by the teacher. This enables the child at home to pause, rewind and play again the direct teaching for that lesson. Pre-recorded provides flexibility at home when parents are home schooling multiple children and juggling working from home.
- We may make use of other teaching videos from BBC Bitesize, White Rose Maths and appropriate content on YouTube to support children's learning.
- We use Google Classrooms as the digital platform for all lessons. This platform enables the children to submit work for every lesson and receive teacher feedback. Teachers are available to answer questions live during lessons on Google Classroom throughout the school day to support children's 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?

- We expect all children to attend remote learning daily. If a child does not attend the Zoom registration the office will call home and offer support. We expect children to engage with the lessons on Google Classroom and submit work for teachers to view and comment on.
- Children can access the teaching with a degree of independence but if they are infant aged they will need adult support to log in and navigate the site.
- We expect parents and carers to help their children by setting routines to support their child's education and helping with technical support and the learning if needed.

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 monitor children's engagement level through their work submitted, comments provided on Google Classroom and attendance of the twice daily Zoom registrations/lessons.
- Teachers will contact home (as we would normally) if there was a concern about a child's engagement level, quality of work submitted or well-being. We will work together to ensure children are supported to complete home learning.

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:

- Teachers will comment on and provide feedback for children's work submitted on Google Classroom. This will be a combination of acknowledgement comments for encouragement/motivation and more detailed feedback depending on the piece of work submitted.
- The twice-daily Zoom sessions will be used as an opportunity to give feedback as a whole class and to individuals.

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:

- We will encourage children with EHC Plans to attend school, to access their learning with support from adults at school, along with interventions identified on the EHCP where possible.
- Strategies used to enable children to access the curriculum in school, will be incorporated into the home learning wherever possible, for example, ensuring teaching is clearly modelled and supported by visual reinforcement.

- Our SENCO will liaise with parents and carers of children with SEND by phone to discuss how their needs can be met at home and how we can work with families to ensure learning is targeted to their specific needs. This may involve additional/differentiated activities and/or access to additional resources, including the loan of school resources if appropriate.
- We will continue to liaise with external professionals, including colleagues in health and education to minimise delay/disruption if children are awaiting/accessing other services. This will include making referrals and supporting assessments.

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 there are no other children already self-isolating in the year group, the curriculum on the first two days may contain some pre-prepared 'stand-alone' lessons whilst teachers prepare home learning. If there is already another child self-isolating in the class, the weekly learning that follows the same as that in school, may already be available. We offer daily learning that will be uploaded to Google Classroom weekly or available as a printed pack to be collected by arrangement from the school office. This work will be the same as the work completed in class and will therefore cover the curriculum. Teachers will provide links and resources to support learning but will not upload recorded lessons.