

Compassion – Courage – Hope – Integrity – Justice
Respect – Responsibility - Wisdom



Herne Bay Junior School

Remote education provision

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 pods) 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

Depending upon the notice period provided, a pupil's first day or two of being educated remotely might look different from our standard approach. This is to allow planning and resources to be adapted so they are suitable for remote education.

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

Before the first day of remote learning, an email will be sent home detailing the learning that should take place whilst the school pivots to its full remote education provision. The email will include links to online resources along with suitable attachments. During this period, pupils should also focus on home reading, spelling and times tables which will have already been set as part of their weekly homework.

During this first day, pupils who will be learning online should ensure they have their login details for Google Classroom.

As soon as is practical, and certainly within 48 hours, the school will have in place its online learning provision, along with printed paper packs for pupils who do not have access to technology.

Following the transition period, will my child be taught broadly the same curriculum as they would if they were in school?

Yes. Depending upon the nature of the school or pod closure, it is likely some students may still be taught at school, for example pupils of Key Workers or those classed as vulnerable. As a result, remote education will, as closely as possible, mirror the curriculum that will continue to be taught at school.

This will include a broad mix of subjects from the National Curriculum, whilst recognising that the resources available at home may limit the depth and breadth of objectives that

can be covered. Furthermore, some subjects may warrant greater levels of adult supervision or support, such as PE or DT. In these situations, objectives will be adapted to ensure they are safe and accessible to all.

Work will continue to be pitched at an appropriate level for the year group and the ability of each pupil.

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 approximately 4 hours a day. This will be made up of their set assignments each day, as well as their daily routines, including times tables, reading and spelling practice.

It is not uncommon for some pupils to see home learning as a *tick list* of tasks to get through as quickly as they can. As would be the case at school, they should be reminded to take care over their work, to check their work for errors and to look for opportunities to make improvements, especially when writing.

Accessing remote education

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

Online remote education will be provided through Google Classroom. Pupils are familiar with this learning platform and know how to use it to access work and hand in assignments. The full suite of Google Education applications will be used, including Docs, Gmail and Meetup.

For some pupils, Zoom may be used to facilitate the simplest access to video interventions.

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. To support these pupils, where resources allow, the following options are pursued:

- Loan of a Google Chromebook laptop which can be connected to an broadband account or tethered to a mobile phone
- Loan of an Apple iPad to enable video-based interventions to be delivered

- Increases to mobile data plans
- Access to a 4G Router
- A printed paper pack each week

Parents who feel they would benefit from any of the above should contact the school office.

Where possible, printed paper packs mirror the curriculum that is delivered online. These paper packs include written explanations, models and worksheets to support pupils with no access to technology. Papers packs will be prepared weekly and should be collected on a Monday for the week ahead. At the same time, completed paper packs from previous weeks should be returned.

How will my child be taught remotely?

The majority of teaching is done through pre-recorded video lessons which are either produced in house or by external providers. This *on demand* approach affords families flexibility where siblings may need to share devices or work commitments may affect a parents' availability to support their child at a particular time.

Alongside video lessons, supporting materials are provided including visual models, worksheets, write on proformas and links to external websites, such as Studyzone.tv.

To complement the *on demand* learning, live video meetups take place twice a day. The first, at the start of the day, outlines the work that has been set. Opportunities may be taken to preempt possible misconceptions, to teach a particular objective or to provide opportunities for pupils to ask questions.

The second video meetup, in the afternoon, is used for a variety of reasons, including:

- Review of work completed
- Discussion of common misconceptions
- Sharing of a class story
- Circle time
- Low-stakes quizzes
- Emotional wellbeing work

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?

Maintaining a regular pattern of learning, with both high expectations for the quality and quantity of work completed will help all pupils transition back to on-site learning. As a result, we expect pupils to engage fully with their home learning, completing the majority of work set for them. Since a parallel curriculum is delivered for those learning onsite, it is important to realise that any missed learning is likely to result in the pupil falling behind.

The school does however recognise the challenging times that everyone finds themselves in at the moment and, as a result, the varying levels of support that may be available from parents and carers. The school will therefore offer support where levels of engagement are low.

We would ask all parents and carers to support their children by establishing clear routines, including bedtimes, playtimes and work times.

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

For those working online, teachers will track engagement through submitted pieces of work as well as attendance at video meetups, however it is important to note that meetups are optional. For those using paper packs, the regular collection of paper packs will be tracked.

Where concerns arise, teachers will make phone calls home which may be followed up by further communication and support from the school's wellbeing team. In the event that the school is unable to make contact with a family, in the interests of the pupil's wellbeing a home visit may be carried out.

How will you assess my child's work and progress?

Feedback - when acted on and responded to appropriately - can support pupils in recognising their successes and identifying personal areas of improvement. Without the structure of formal lessons at school, ensuring written feedback is responded to in the same way is not possible.

Despite this, work submitted online will still be marked and feedback still provided at a frequency that is inline with the school's marking and feedback policy. Marking comments should be read and understood by pupils and, where appropriate, corrections acted upon with work resubmitted.

In addition to written feedback, other tools will be used to provide instant feedback, for example in the form of automatically marked quizzes. Pupils should ensure they review any incorrect responses carefully before moving on.

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 those 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 a variety of ways, including:

- Personalised printed paper packs to support with personalised learning objectives
- Small group or one-to-one live video interventions led by class teachers or teaching assistants
- Pre-recorded video interventions, such as Read Write Inc, set through Google Classroom

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?

As soon as the school is notified that a child is required to self-isolate, an email is sent outlining the learning that is taking place in class that will be missed by that student. Accompanying resources, such as video links or worksheets are included enabling the pupil to continue their studies at home. In the event that the period of self-isolation is short, the pupil will be able to return to school and the curriculum being delivered.

In the event that the period of self-isolation will be extensive, a more personalised approach will be taken in consultation between the school and the pupil's parents/carers.