

Kenn and Kenton Federation

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?

In the first instance we will make work available immediately by emailing out work to be completed and sending home paper copies of work for the children.
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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.

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
Key Stage 2	4 hours

Accessing remote education

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

EYFS and KS1 – the outline for the week’s learning and resources required are emailed home to parents. Live lessons are available via Zoom. These lessons are also recorded and sent home to parents. Other internet sites and lessons recorded to staff may be referred to in the planning.

KS2 - the outline for the week’s learning and resources required are available to children via their Google Classroom login. Live lessons are available via Zoom. These lessons are also recorded and sent via the Google Classroom page. Other internet sites may be referred to in the planning.

If anyone requires a paper copy of the work to be completed this can be requested from the school office and the necessary papers for the week can be printed, ready for parents to collect once a week.

For any issues accessing remote learning the school aims to help. We have devices that we can loan out and IT support to try to resolve any online issues.

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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- We can lend laptops or tablets to pupils, and parents or carers need to email the schools via admin@kennandkenton.devon.sch.uk or phone Kenn 01392 832347/ Kenton 01626 890465 with any requests for support with this.
- If parents do not have an internet connection at home we can support them to use the connection from mobile phones to access the internet and signpost the free additional mobile data available currently.
- Printed copies of the work to be completed is available on request and can be collected from the school each week.
- If children do not have online access they can return the printed copies of work weekly, when collecting the following week’s work.

How will my child be taught remotely?

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

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, White Rose, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- reading packs sent home from school
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- 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)

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?

Our expectations for engagement with learning are set out weekly when the learning is sent home and in all correspondence with parents.

Expectations:

- for pupils' engagement with remote education – to engage with the live Zoom lessons or the recordings of these daily and to turn in, as a minimum, the key task for the day.
- for parental support, to set routines to support their child's education and to give them a space and atmosphere conducive to learning. We also request that parents inform the school of any barriers to their child's learning so that we can try to resolve these.

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

All children have at least one live lesson each day. We recognise that not all children can attend a live session, but we note those who attend. We also note the work sent in by each child daily.

In addition we have a teacher available daily to support with any difficulties that the children may experience with their learning or to give additional 1:1 support.

Staff will contact parents on a weekly basis to inform them about their child's engagement and progress. This may be via email or phone calls, depending on the individual need. At this point we would also discuss where engagement is a concern and offer support to any barriers to engagement. We ask for parent support in ensuring that learning is completed and aim to support parents to achieve this, including a weekly support group via an online coffee morning.

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:

- We will feedback on the children's learning by:
 - EYFS and KS1 – commenting on what the children are doing during live Zoom lessons, positive comments on work received, in depth comments (including next steps) on the key piece of work received each day or when received.
 - KS2 – as above, plus this may include verbal feedback recoded on Google Classrooms submission of work, via MOTE.
- Feedback will be given daily via the live Zoom lessons and as and when the work is submitted, but preferably 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:

- We will discuss individually with families any support that we can offer or that the family feels is necessary in order to deliver remote education for pupils with SEND
- If families with younger pupils (EYFS or KS1) require support with their children accessing remote learning we will also discuss this individually with parents in order to find the correct solution for their circumstances.

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 we will offer the same approach as outlined above. If paper copies of work to be completed are required we will provide this in the same way, leaving the packs to be collected in the school porches. These children will receive the same curriculum, with meaningful and ambitious work each day in a number of different subjects, with feedback provided as above.