



Remote education provision: information for parents

This information is intended to provide clarity and transparency to children and parents/carers about what to expect from our remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual children are self-isolating, please see the final section of this document.

The remote curriculum: what is taught to children at home

A child'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?

Tier 1 – Child is required to self-isolate while waiting for a COVID-19 test result

In this situation, we advise parents to complete the following with their child:

- Complete the home learning pack that school will deliver along with the necessary resources (pen, colouring pencils etc.). This pack will include:
 - work that your child's class are learning about that week
 - the Y1/2 Common Exception words
 - or the Y3/4 or Y5/6 word lists that children are expected to know
- Read their home reading book
- Visit either Times Table Rock Stars (TTRS) or Numbots
- Learn their weekly spellings
- Practice their Times Tables or Number Bonds.

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?

Tier 3 – Child is required to self-isolate as their bubble has collapsed

In this situation, we advise parents to complete the following with their child:

- Complete the Reading, Writing and Maths Lessons that have been uploaded to ClassKick or Tapestry that day for their class (It is expected that children will complete 3 hours of learning on ClassKick each day)
- Complete 30 minutes of daily exercise
- Play, either in their bedroom or garden, for 40 minutes
- Read their home reading book
- Practice their Times Tables or Number Bonds.

It is important to note that we teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, in Science experiments that are carried out physically in school might be taught via video clips to the children 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 children broadly the following number of hours each day:

Stage of School	Number of hours of daily learning
Early Years	Three hours
Key Stage 1	Three hours
Key Stage 2	Four hours

Accessing remote education

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

The children in Early Years will be accessing their remote education through our usual platform – Tapestry. This will be supplemented with physical resources that are delivered to the child's house weekly.

The children in KS1 and KS2 will be accessing their remote education through an online portal called ClassKick. This can be accessed at classkick.com.

Children who are finding it hard to complete online remote education, can request paper copies of the work assigned.

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 children may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

We will take all possible steps to ensure that barriers to online learning are removed. These include:

- lending laptops or tablets to children. Where this is needed, a phone call to the school office (0113 2713804) or an email to the school account martin.lumb@hunsletcarr.co.uk requesting a laptop will result in a laptop being delivered to a child's house within 48 hours.
- Where access to Wifi or data allowances are the barrier to online learning, we can support families. As a school we have a number of pre-paid SIMs that we can give to families. We also have access to a number of mobile phone providers that can boost a parent/carers data plan.
- If neither of these options are suitable, parents/carers can request a paper copy of the work that will be delivered to a family on a Monday and collected the following week.



How will my child be taught remotely?

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

We are proud of the approach we have to online learning. These include:

- Recorded teaching – Many of our teachers use a website called 'Loom' which allows them to record themselves explaining the information on a PowerPoint.
- PowerPoint slides that are adapted using the website 'ClassKick' to allow children to add their answers to the slide and for the website to mark the work for them.

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?

During the first two weeks of Lockdown 3, we are very pleased to say that over 75% of all children in school are engaging in our curriculum, either in school or online. This is due to the fantastic support of parents and carers. Support has included:

- Creating a calm working environment in the house, free from distractions such as screen time.
- Setting a timetable so that each day the child has a routine that they are familiar with. The best examples we have heard of are timetables that include brain breaks, playtime and rewards.
- Praising and rewarding their child for the work that they are doing at home.
- When it is time for the child to read, parents and carers have read their own book, magazine or newspaper at the same time. Having great role-models makes learning easier.
- Communicating with the teachers through Tapestry and ClassKick. Knowing that your parents and carers are talking to your teachers is a powerful motivator to learning.
- Letting school know as soon as possible if there is an issue with technology or not being assigned work to complete.

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

Every day there is one teacher from each year group assigned to engage with the children through their online learning. Both Tapestry and ClassKick allow the teachers to write text messages to the children to say hello and to encourage them. Both platforms allow the teachers to record audio messages if a more complex explanation is needed.

ClassKick also allows children to raise their hand so that teachers can see they are engaging with the work and can either help a child or give them feedback.



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:

The teacher assigned to engage with the children through their online learning is assessing their work and progress daily.

For children in Years 1 – 6, there are three levels of work set each day and teachers will often use their assessment to challenge children to undertake more complex work if they feel that they can achieve it.

Teachers will be making these assessment based on the work produced by the children who will be undertaking activities such as:

- Multiple choice answers (where ClassKick marks the work for the children)
- One word answers (where ClassKick marks the work for the children)
- One sentence or multiple sentence answers (where a teacher marks the work)
- Drag and Match (where ClassKick marks the work for the children)
- Arithmetic questions (where ClassKick marks the numerical answer)
- Reasoning Maths questions (where a teacher marks the 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:

We are proud of the approach we have to support children with additional needs during this time. These include:

- A blend of in school and home learning – the vast majority of children with SEND and Additional Needs are in school for at least part of the week.
- Children have been provided with physical activities that they might do at home and our SENCo has provided ideas, advice to parents and carers on how best to use these.
- Where children can access some form of online learning through ClassKick, the child might be accessing work from a different year group that more closely matches the level they are currently working at.



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?

Tier 2 – Child is required to self-isolate as they are a contact with a +ve case

In this situation, we advise parents to complete the following with their child:

- Complete the home learning shoebox that school will deliver along with the necessary resources. This shoebox will include 10 days-worth of challenges to engage your child. The shoebox will include:
 - An iPad to help children to visit either TTRS or Numbots
 - An iPad to take photos of the children completing challenges
 - Lego bricks with challenges that use the Lego provided
 - Crepe paper rolls with challenges that use the paper
 - Paper plates with challenges that use the plates
 - Various other challenges for children with resources provided
- Read their home reading book
- Practice their Times Tables or Number Bonds.

Complaints

In the unlikely event any parent/carer is not satisfied with any aspect of home learning, we ask that any concerns are respectfully shared with your child's class teacher. Where these are not addressed, contact martin.lumb@hunsletcarr.co.uk

Where a parent/staff member has issues of a safeguarding nature, please contact a senior member of our designated safeguarding team:

- Martin Lumb – Headteacher
- Andy Hinchcliffe – Lead Safeguarding Officer
- Polly Sidebottom – Designated Safeguarding Lead.

They can be reached at martin.lumb@hunsletcarr.co.uk or 0113 2713804

Summary

We hope that our home learning curriculum enables children to learn and feel safe, whilst they are not able to be in school due to COVID-19. In designing our home learning curriculum, we hope to:

- Provide a quality blended curriculum to allow children to continue to progress and learn
- Monitor the well-being of our children, parents/carer as much as we possibly can
- To stay in touch with children and families through ClassKick/Tapestry, as well as our letters, newsletters, phone calls, text messages, social media and the school website.

Thank you for your continued support. If you have any further questions about our home learning curriculum, please contact the school by email or phone.