

Kimbolton Primary Academy: 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 if 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?

Children working from home will initially be sent home learning grids for the children to complete independently, with accompanying details and worksheets provided. For anyone struggling with internet, packs of work will be distributed by members of staff. This grid will include a range of learning, including Maths, English and foundation subjects, with a mixture of indoor and outdoor learning.

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?

Children learning at home will be taught the same curriculum remotely as we do in school. All Maths and English lessons will be the same, with the same input and activities for all children (differentiated appropriately to support all pupils). Our foundation subjects will be the same where possible, with the only exceptions being linked to resources – e.g. our remote PE or Art content differ slightly to that in school due to availability of resources/space.

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	In line with government expectations, children in Key Stage 1 will be expected to complete a minimum of 3 hours learning per day, with 4 hours allocated for children in Key Stage 2.
Key Stage 2	N/A
Key Stage 3 and 4	N/A

Accessing remote education

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

Each week, teachers will upload an overview of that week's learning to the class webpage (<https://www.kimboltonprimaryacademy.cambs.sch.uk/home-learning>), and Tapestry for EYFS. All parents and children have been distributed with passwords and log-ins for Tapestry, and anyone with difficulties will liaise with school staff to sort these 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:

Lessons and work will be uploaded to the website alongside the weekly grid. When this work is complete, it will be uploaded as an observation on Tapestry, and a member of staff will provide feedback to that child. Tapestry can also be used to send any photos of evidence of their learning or activities that are not set by school. A weekly phone call will also provide feedback to both parent and child on their learning. The parents can also call or email the office to speak to teachers directly throughout the week. Those with issues around connectivity will be spoken to by members of staff and depending on issues, children will be given one of the following options on a case-by-case basis:

- Invited into school dependant on the need and availability
- Issued with printed home learning packs to complete (same learning as those in school). These will be collected for marking when the next pack is delivered and feedback will either be given in written form or by phone.
- Issued with a laptop to loan from school to work remotely.

How will my child be taught remotely?

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

- The children at home will be taught the same content as those at school.
- Every Monday, an overview grid of learning will be uploaded to the 'Home Learning' section of the webpage.
- For most lessons, a video of recorded content will be uploaded to the website, created by members of Kimbolton Primary Academy or Great Staughton Primary Academy staff. There will be an activity set for each lesson.
- Every class will have daily Maths and English lessons (recorded or a PowerPoint provided) and foundation lessons set for the week.
- There will also be additional tasks set that do not require video content, and all work will be explained on the grid, with work uploaded.
- Anyone who cannot access this content will be provided with printed versions of lessons (or other options will be provided as previously mentioned).
- Additional platforms such as Accelerated Reader, Maths Whizz and TT Rock Stars will be used in some cases, additional to the daily content from staff.
- Textbooks, reading books and additional resources (pencils, paper, etc) will be distributed to families where necessary.

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?

- As per government guidance, we expect children in Key Stage 1 to complete three hours of daily remote education and Key Stage 2 to complete four hours.
- As the lessons are pre-recorded, parents are free to decide on the order and timings that work for their families (and around work commitments). Lessons are designed that pupils do not require additional parental support, as all modelling, demonstration and resources will be provided.
- Parents can contact staff instantly over Tapestry with any comments, queries or issues, and staff will be checking daily (and will respond within 48 hours).

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

- Tapestry will be monitored daily and any messages from parents responded to within 48 hours. We request that parents message us with any questions around learning and we will support where required.
- Teachers will be calling all families working remotely once per week. Here, parents can inform staff of any issues with home learning, whilst the teacher can provide feedback to both parent and child on the learning uploaded.
- All work uploaded to Tapestry or provided to staff via a different method, such as via email or in person, will be responded to by a member of staff, with feedback provided where necessary (such as next steps).

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:

- As above, learning will be uploaded to Tapestry (this can be a photo, word document video, message etc) and members of staff will respond to the learning. Where necessary, next steps and advice will be given to support the child, as they would be in school.
- Weekly phone calls between teachers, parents and child will give an opportunity for teachers to feedback on a pupil's learning, whilst answering any questions.
- For written work packs, this will be collected the following week and feedback will be provided during the weekly telephone consultation or in written format if preferred.

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:

Children who will require significant support to access remote education may be offered a place in school (where necessary/available). Where this is not appropriate, pupils will access the daily content from staff online, with additional resources sent to parents to support with the learning. Additional needs will be discussed during weekly phone conversations, and staff will support with the delivery of additional resources (e.g. maths resources, books, paper, etc) as appropriate.

Activities at home are designed with a range of differentiation applied – tasks are designed to be accessible to all children working remotely, with support activities for SEND and extension tasks for those working beyond year group expectations.

Through regular dialogue, teachers and parents will work together to support pupils working remotely, and where necessary, further adaptations can be made to children unable to access the content without adult support, such as different tasks.

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 able to access online learning, with tasks adapted to ensure the pupil stays at home safely. If this pupil is from a Critical Worker bubble, they will switch to online content, and if the child is already working remotely, they will continue to do so with any tasks adapted to ensure safety in line with self-isolation guidance.