



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.

The curriculum offer depends on the provision our pupil has been allocated:

- Hub – Full curriculum offer according to KHNES Curriculum Policy: English, Maths, Science, Citizenship, Optional GCSE subjects (ICT for KS3 pupils), Enrichment, Mentoring, PE.
Up to 25 hours per week.
- Remote learning pod: Reduced curriculum offer due to individual circumstances, this includes English, Maths, Science, Enrichment and Mentoring for secondary. For Primary this includes Literacy, Numeracy, Guided reading and mentoring/intervention work. Science and topic are delivered through themed weeks. This is a standard separate curriculum offer to the hub provisions.
Up to 15 hours per week for Secondary and 12 hours for Primary.
- Tuition: For a limited number of pupils where this form of input is required to enable access to learning. This is limited to 5 hours of learning/Teacher input per week but can be supplemented with additional support.
- Outreach Plus Trial: Home schools provide the curriculum input.

For hub pupils where absence/isolation is an issue either individually or as a bubble the lessons are available face to face or through live lessons via the Zoom codes issued to pupils on their timetables by Hubs.

KHNES teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in PE, where a list of suggested activities are available.

Accessing remote education

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

Online tools and digital platforms that you are using, either for delivery or for assessment include the following:

- Google Classroom – see admission and welcome pack.
- Zoom – see admission/welcome pack and individual timetables.
- Tassomai.
- Quizlet.
- Class dojo.
- Plickers.
- Kahoot.
- Mymaths.
- Kerboodle.
- Seneca.

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. On admission to the Service our staff will ensure that all pupils have the equipment and ability to access the learning. This may include the lending of equipment or other devices to enable internet access. If you do have any questions or issues, please do not hesitate to contact the Hub Manager that oversees your child's provision.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely, some of these include the following:

- Live teaching (online lessons).
- Online workbooks, worksheets etc.
- Textbooks and reading books pupils have at home/uploaded where necessary.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

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 expectation for pupils' engagement with remote education are that the pupil will engage with the agreed proportion of their timetable that their health need enables them to do as per the pupil and parental agreement signed on admission to the service.

We expect parents to support their child by encouraging engagement, setting routines, and promoting safe internet use as outlined in the agreement signed on admission to the service.

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

Pupil class registers are checked throughout the day and phone calls are made where pupils are not engaging as per their agreed timetables. Teachers will rate pupils' engagement with their lessons each week, any concerns will be acted upon, and parents will be contacted at the first available opportunity. Involvement of other professionals such as Early Help and clinicians may also be required depending on the individual need of the pupil.

Pupil engagement, well-being and reward reports are issued at the end of every term alongside academic reports.

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

Feedback can take many forms; at KHNES we use a variety of methods including whole-class feedback or quizzes, which may be marked automatically via digital platforms, mock exams, set pieces of assessed work, etc.

Pupils will receive feedback after each piece of assessed work is submitted. Pupils normally receive feedback daily during live lessons on shorter pieces of work, however, for longer pieces of assessed work this should be within 5 school days/1 week.

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:

Remote learning is a tried and tested method of education used as one of our provision offers for pupils with immune system compromising conditions. This provision has been adapted and applied to support pupils in need of self-isolation due to the current health pandemic. The most important aspect is recognising that 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.' *SEN Code of Practice (2014, 6.37)*.

The service QA process identifies standards of teaching and pupil progress. This is reviewed and feedback is given to staff to improve the overall quality of the service provision. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. This includes all aspects of our service including remote and blended learning. This is in line with the SEND code of practice. (*SEN Code of Practice (2014, 6.37)*)

We will support your child by continuing to implement the following principles:

1. We will plan our resources and remote teaching by continuing to use assessment centre strategies making learning a pupil centred approach.
2. We will continue to replicate the support they would get in hub as much as possible and allocate our support staff and TAs to the virtual classrooms.
3. As all our pupils are vulnerable due to their health need, we will continue to support you via mentoring calls, engagement monitoring, and safeguarding calls, as well as continual partnership work with Kent SEND where appropriate and necessary.
4. We will make teaching resources universally accessible and editable as standard.
5. Resources used will be Zoom, Google Classroom, Class Dojo, Tassomai, as well as other appropriate materials and resources.
6. Your child's attendance and engagement will be monitored, and any change of engagement will be communicated with you as a parent.
7. Pupils will be rewarded using the LORIC principles via remote learning as if they were attending hub-based learning.
8. Pupils will be given the opportunity to attend blended learning lessons if in self-isolation so they can continue to interact with their peers in a classroom environment.
9. Pupils' needs will be considered by the teachers planning the lessons using the assessment centre report and subject intervention profiles created upon entry to the service. This will include strategies such as considerations of dyslexia and use of filters for computer screens. Staff will be considerate of spelling and grammar if you have been identified in the assessment centre as having needs in this area. All students are screened upon entry for dyslexia tendencies and consideration will also be given for potential auditory processing weaknesses where work will be broken into manageable chunks.

Pupils' access to technology will be ascertained locally by Hub Managers and laptops, dongles, and logins will be sourced where required for your child to gain the highest standard of education possible.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate, but the majority of their peer group remains in school, the remote provision offered will not differ from face to face delivery, other than the PE element of the curriculum outlined on page 1.

For further information please see the following policies:

- Curriculum
- Assessment and Marking
- Remote Learning