# The Kite Academy Trust

**The Kite Academy Trust**
Flying high together

# Remote Learning

## Information for Parents

# DfE Guidance

'In developing their remote education, we expect schools to:

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum

- select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use

- overcome barriers to digital access for pupils

# DfE Guidance

continued….

- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access

- it may also be that some pupils who have difficulty engaging in remote education may be considered to be 'vulnerable children', and therefore eligible to attend provision in person….this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors

continued….

- have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern

- identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education

- publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021'

# Best Practice

When teaching pupils remotely we expect our academies to:

- set meaningful and ambitious work each day in an appropriate range of subjects

- provide learning that is equivalent in length to the core teaching pupils would receive in school.  This will include both teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:

    Key Stage 1:  3 hours a day on average across the cohort, with less for younger children (Reception)

    Key Stage 2:  4 hours a day

# Best Practice

continued....

- have systems for checking, every working day, whether pupils are engaging with their work, and inform parents where engagement is a concern

- gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate

- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

# Best Practice

continued….

In all remote learning we undertake to use best classroom practice by:

- providing frequent, clear explanations of new content,

- providing opportunities for interactivity, including questioning, eliciting and reflective discussion

- providing scaffolded practice and opportunities to apply new knowledge

- enabling pupils to receive timely and frequent feedback on how to progress

- using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge

- avoiding an over-reliance on long-term projects or internet research activities

# Best Practice

continued….

- Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. Digital means will not be the only means used to teach these pupils remotely.

# Our commitment to you

- To meet all DfE Expectations

- To ensure consistency of learning and lessons for all children, both those of critical workers at school and those at home

- Each day we will teach a maths and English lesson, supported by online videos as well as lessons in additional subjects

- We understand  each family has different requirements and there is no 'one size fits all.'

# Our commitment to you

continued...

- We will provide a schedule that may be used as a checklist rather than a strict timetable if that suits the household better.

- We appreciate that parents can support learning but are not teachers.

- We will be considerate of the fact that many households will not have a device available for each child.

- We will always listen and respond to constructive feedback from parents to develop our provision

# Our expectations of you

- To offer support to your child's learning and advise the class teacher if you are experiencing difficulties with this

- To encourage your child to complete the day's tasks, remembering to promote their independence and resilience (We learn best from the mistakes we make!)

- To be constructive in feedback to the staff

- Always advise the child's class teacher if your child is poorly

- To be proactive in supporting the online Code of Practice

- To be patient and understanding in your appreciation of the workload challenges that are currently facing staff in these rapidly evolving circumstances

# Troubleshooting!

- DO advise the class teacher as soon as possible if your internet is failing or you are struggling to log on.

- DO advise your class teacher if you have no internet device or WiFi (if you have not already done so). We may be able to help.

- We can provide paper copies of learning, but this will not enable the full curriculum offer.