

Template for schools: share information about your remote education

This optional template is designed to help school leaders share relevant information with pupils and parents or carers about how they will provide remote education. The information should be published on school websites by 25 January 2021 to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

This is intended as an example template and school leaders can choose to use the most appropriate format for their setting. We recognise that not all questions will be relevant to your particular school and there may be additional information you wish to include. For example, special schools may want to include additional questions around access to wider support services that children and young people would normally receive in school, such as therapy sessions.

Schools can find further help and support on how to meet the expectations for remote education via the remote education good practice guide and school-led webinars.

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?

We will have remote learning ready for your child to access by the day after they are first recorded as absent or in the event of a need to self-isolate. This will be a blended approach which may include activities to complete at home, e-learning materials such as recorded video or 'live' lessons which are video links with their teacher.

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?

Teachers will deliver the same curriculum remotely as they will for those children who remain in school, wherever it is possible to do so. They may need to make changes to some practical subjects. For instance, team games in PE would need to be changed to a more individual approach and in Art we would need to ensure the materials are likely to be found 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 pupils broadly the following number of hours each day:

<p>Primary school-aged pupils</p>	<p>We will follow the DFE expectations for work which currently state.' Primary schools should ensure pupils have three hours' work a day, on average, across the cohort.' This will be less for younger children and is likely to increase as a child is</p> <p>This includes the expectation that a proportion of this amount will be spent reading and completing Times Table Rock Stars and that a child is completing the work carefully and thoroughly.</p> <p>For younger children this is likely to include activities that are away from the computer.</p>
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Accessing remote education

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

The school uses MS Teams to provide 'live' lessons for all of its pupils.

In years 5/6, we also deliver the assignments for pupils using MS Teams. In Years 1-4 we use Class Dojo and in Reception we use a Tapestry.

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:

The school will provide a laptop or an iPad for pupils who do not have access to learning devices at home. We can also arrange for a router or data to be increased if this supports a family. Priority will be given to those families who are in receipt of benefits related Free School Meals. Families are encouraged to telephone school if they wish to discuss their child's needs.

Although parents do not need to print any online learning resources. Children can work directly into books or onto paper using the questions and prompts from the online learning. The school does have a limited number of printers it will provide for families as this can reduce the amount of access to a screen that is needed. Again, priority will be given to those families who are in receipt of benefits related Free School Meals.

Parents are able to request a paper pack of resources if the family is unable to access the online learning or would prefer paper-based learning. Please note that this work is different to that published online and is matched to the child's needs.

How will my child be taught remotely?

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

- In all instances, please encourage your child to read (Oxford Owl have a wide range of online books for younger readers; please request a login from your child's class teacher) Handwriting and writing stamina are very important, please encourage your child to continue to write at home by encouraging them to write lists, stories or instructions or develop their early writing in younger children by encouraging them to colour and draw carefully.
- Your child will be taught via remote learning platforms such as MS Teams which supports 'live' lessons and direct interaction with your child's class teacher.
- Your child will also have access to recorded teaching (e.g. Oak Academy lessons, White Rose Maths lessons as well as some pre-recorded teacher learning clips)
- All parents have been sent a learning timetable that details when each child has 'live' learning sessions. Each teacher also provides a daily description of the work for each day.
- If a child is receiving extra support within school either because of special educational needs or a pastoral need this will continue on line. Our intervention teachers and our pastoral lead will provide 1:1 or small group video linked sessions in line with our in-school offering.

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?

- Children are expected to engage in 3 hours+ of remote learning per school day. We record our 'live' lessons and provide e-learning materials so parents can engage in a more flexible way if it is helpful to them. This means that learning can take place over a weekend etc if that is preferred.
- We use our 'live' sessions as well as asking pupils to return completed e-learning tasks in order to feedback to pupils and ensure we provide work that matches our pupils needs.
- Class Dojo and Tapestry both allow parents to communicate freely with class teachers if they have any concerns.

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

- Teachers are expecting to see children during 'live' lessons and they will be checking for assignments/activities to be completed.
- If a child is not engaging parents will receive a telephone call from school to see if we can support.

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:

- Teachers provide feedback to pupils during 'live' lessons and use question and answer sessions to gauge a child's understanding in much the same way as they would do in school.
- Classroom staff make phone calls (weekly) to check on children's progress and to see if parents require any support helping their child with home learning
- Children's work can be photographed and posted on Tapestry or Class Dojo or returned to school once the child returns for feedback.

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:

- If a child is receiving extra support within school either because of special educational needs or a pastoral need this will continue on line. Our intervention teachers and our pastoral lead will provide 1:1 or small group video linked sessions in line with the offering each child would have received in school.
- If this is not sufficient to support the family the school will consider a range of other options including specialist external support or an invitation to attend school where this is deemed appropriate and the child is well enough to do so.

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 your child is isolating but their class 'bubble' is not, the main difference will be no 'live' lessons. However, a range of assignments and e-learning will be provided alongside the means to message directly each child's class teacher for support.