

## **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 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**

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?**

Work will be uploaded via Class Dojo. This will consist of reading, writing, maths and theme based learning tasks. Where possible this will mirror the work already planned to be undertaken in school. Printed work packs and work books will be available for all children as required. Learning tasks will be supported by class teacher produced modelling videos or with links to high quality resources such as Oak National Academy. Children also have access to Times Table Rockstars and Mathletics. Work will be appropriately differentiated. Work should be sent to the teacher through dojo so that feedback can be given. Teachers to be available at all times during school hours to reply to parents and children (8.30AM - 4PM) This should be over Dojo.

### **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?**

We 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, music, art and PE may be adapted to take into account the appropriateness and ease with which resources and activities can take place remotely.

## 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	(Number of hours – there are <a href="#">minimum expectations</a> for remote provision. Consider breaking this information down by year group if applicable)  3 hours at Key Stage 1
Key Stage 2	4 Hours at Key Stage 2

## Accessing remote education

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

We will use Class Dojo to share work including resources and videos. We will also use high quality third party resources such as those provided by Oak National Academy if appropriate. Access is also available to:

Times Table Rockstars <https://play.ttrockstars.com/auth/school/student>

Mathletics: <https://login.mathletics.com>

### 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:

We will provide all pupils printed packs of materials if required. These will be available on a Monday (am) to collect or as needed from the office. We will send/deliver packs if appropriate to families that may need additional support.

Printed packs will include all remote education tasks, additional texts and resources as well as guided reading and reading books. Paper and work books will be provided.

Where work is unable to be sent back remotely to the teacher for feedback we will collect work packs each week and after a safe period of time, these will be assessed and feedback given to the pupil/parent via telephone call.

Well-being calls will be made by teachers through out the week to ensure that pupils and parents receive support and teacher contact.

We can offer, in some cases, for you to have a school laptop on loan for the period of time your child needs to be assessing remote education. For more information please contact the school.

## **How will my child be taught remotely?**

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

- Recorded teaching. This will include video and audio recordings made by classteachers for Phonics, Guided Reading, English, Maths and Theme, alongside Oak National Academy lessons if appropriate.
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks and reading books from school to support guided reading/phonics teaching
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Live Class Assemblies (weekly with the child's class teachers).

## 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?

#### Expectations of pupils

Pupils to engage in the work and complete it to the best of their ability. We understand that this will vary among households. The expected hours for each key stage are listed above and these are just guidelines for the minimum time that should be spent on the activities set.

#### Expectations and Responsibilities of Parents and Carers

Create an environment which supports time management, a quiet space and provides appropriate resources.

Regularly review progress, reminding and prompting their child when appropriate. Engage with various website documents which includes details of how they can support their child.

Contact the school to seek further support or advice if needed.

Use Class Dojo App to communicate with the class teacher.

Parents to let school know if they do not have the technology to access the learning so school can support.

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

Work is to be sent back to teachers, via Dojo, so that feedback can be given. If pupils are working through printed packs, a photograph of the work can be sent through to teachers and/or work packs can be returned. Teachers will make phone class to all families each week. Parents and pupils can discuss their learning and any concerns or support they may need. Pupils/families not engaging through Dojo will be contacted by senior staff to ensure they are able to access the learning and ensure any support or additional resources needed are provided.

Each week teachers will hold virtual class assemblies through Microsoft Teams. During these assemblies, teachers will check how the children are progressing with their home learning. For any children not accessing these remote class assemblies, phone calls home will be made by the class teacher to check on pupil's engagement.

## **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:

Pupils can photograph or scan their work and send it in through class dojo. Feedback and comments will be given on each piece of work sent back to the teacher via Dojo. Printed packs will be assessed as they are returned and feedback given either via Dojo or via telephone call.

The frequency of marking will depend on when the work is submitted. If pupils choose to submit their work weekly, staff will provide feedback weekly. Alternatively, if pupils send work in daily, staff will provide feedback the same day.

## **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:

All work will be appropriately differentiated across the class according assessed groupings. Class teacher produced videos will model the learning in the tasks provided. Laptops have been provided to support online activities. Daily dojo contact and additional phone calls are in place to support those with most need.

During the event of a local or national lockdown, discussions will take place between the SENCo and child's parent to ascertain whether the child is best suited to being educated in school and whether this complies with the parent's wishes. For instances where it is decided that the child accesses remote education and when self-isolation occurs, the SENCo will work with the child's class teacher to ensure appropriate work is set for the child – this is likely to be through differentiated tasks and additional support materials. Limited parental engagement will be taken into account so that pupils can engage with the work set with a level of independence. The SENCo and/or class teacher will monitor the engagement of pupils with SEND and will make contact with the parent/carers if deemed necessary.

## **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?**

The remote offer provided will be the same as above as we aim to ensure a broad and balanced curriculum for all.