

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?

All children who find themselves in the unexpected situation of home learning, will be provided with either a home-learning pack or home-learning activities posted on class Dojo to support provision for the first 1-2 days.

Live registration and learning sessions will also take place each day that the children are at home and can be accessed through Teams.

Links to recommended websites are available on our website and on Class Dojo to support remote learning, e.g. BBC Bitsize, Oak Academy Learning, White Rose Maths, Ruth Miskin Phonics. These are continually updated as new resources become available.

The children have access to log-ins via Class Dojo, for Times Table Rockstars, Spelling Shed and Purple Mash.

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 will strive to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make adaptations in some subject areas due to resource and/or staff limitations. For example, in practical science, PE or music sessions, alternative provision/activities may be provided to ensure the learning opportunities match the learning intended.

The key principles of Quality First Teaching will be our priority in all aspects of our blended learning approach. A blending learning approach includes, 'live' and recorded sessions delivered through Teams by school staff, assignments set and pre-recorded sessions with independent follow-up tasks on Teams, recorded sessions delivered by other learning platforms, e.g. Oak Academy Learning, White Rose Maths.

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	3 hours blending learning
Key Stage 2	4 hours

Accessing remote education

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

Microsoft Teams will be our primary home learning platform, with live lessons and feedback sessions being the predominant facilities provided. Recorded versions of each lesson will also be available on Teams.

Class Dojo will continue to supplement Teams. However, this will continue to be used mainly as a communication tool between home and school and to share remote learning opportunities.

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 assess the needs of each child/parents circumstance on an individual basis and provide one/more of the following:

- issue or lend laptops or tablets to pupils, ensuring that information from parents/carers is updated regularly taking into account individual families circumstances as and when they change
- continue to explore Wi-Fi opportunities being offered by internet providers to ensure all offers have been explored
- support from school staff on how to access remote learning through alternative means - information sent to parents on how to access remote learning through games console
- if IT issues themselves cannot be overcome and this is having a detrimental effect on your child's learning, your child may be given a place in school
- home learning packs will be provided if required - these will be individualised to the needs of the child, with particular reference to EHCP and SEND children
- resource packs with essential equipment will also be provided
- children's work can be sent to school in a variety of ways – through Teams (preferred method), Class Dojo, email or if internet access is not available, work packs can be handed into school or collected by school staff on a weekly/fortnightly basis. Wellbeing staff will assist classroom staff to facilitate this

How will my child be taught remotely?

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

We will continue to develop our remote learning offer regularly. Some examples of the remote learning approaches we have in place are:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, White Rose Maths lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- medium-term project work and/or internet research activities (maximum - once termly)

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 school remains compulsory, the following expectations are set:

- where possible, pupils' should be engaged in 'live' lessons
- all children must engage in remote learning while at home
- parental support must include the setting of routines and expectations to support your child's education, for example, signing into 'live' lessons on time, using an appropriate space to access remote learning, the return of an appropriate amount of completed tasks
- where children cannot work independently, parents/carers must support your child's understanding of the task set and help your child to move their learning forward by responding to class teacher feedback
- children are expected to upload/return a minimum amount of work, dependent on their Key Stage/Year group. For example, EYFS – one or two pieces per day, KS1 – three or four pieces per day & KS2 – an appropriate response to all tasks set

Further guidance can be obtained from the school's Remote Learning Policy.

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

A register will be taken at the beginning of each 'live' session and daily checks will be made to ensure all children are engaged in their remote learning. Teams allows class teachers to view participants of each session. Children wait in the lobby on Teams before entering the session – staff are able to see who attends and arrival and departure times.

Class teachers will also note who returns to the feedback sessions and submits completed work.

Class teachers will share any concerns around the engagement/behaviour of your child during remote learning with the Wellbeing Team and the Head teacher. You will be informed as soon as possible if there are any concerns raised and offered appropriate support to resolve any issues.

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:

- children's work, where appropriate, is marked and feedback is given to ensure misconceptions are addressed
- success criteria set for written English tasks and other subjects as appropriate
- quizzes used to assess children's understanding across most subjects
- small group/individual interventions will be facilitated where required - feedback will be in the form of discussion and support during the activity
- class teachers will feedback to pupils' after all 'live' sessions
- where appropriate, feedback sessions will also be offered after independent activities or pre-recorded lessons
- where assignments have been set on Teams, individual feedback will be given to each child from the class teacher

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:

Where appropriate:

- pupils with SEND, will be provided with individual work packs or Class Dojo activities
- classroom and wellbeing staff will work with parents and children to ensure they have access to remote education through one of our learning platforms
- additional resources, devices will be provided to families as necessary
- counselling services continue virtually
- speech and language interventions will continue to take place appropriately in school with parental consent
- where required, an Educational Psychologist will be available in relation to EHCP children
- signposting of additional services as required through the school website and in direct contact with individual parents/carers
- SENCo and Wellbeing staff contact vulnerable children/families on a weekly/ fortnightly basis or as required

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?

Where appropriate, individual pupils self-isolating will access learning as described above. If this is not possible, e.g. if the child is ill, a resource pack will be sent home for the child to complete at a more appropriate time. Recordings of all 'live' lessons will also be available for them to access at another time.