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.

Please note this is a working document and will be amended when necessary. 25-1-2021

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?

- Paper copies of work/activities for all year groups will be made available, if pupils have to self-isolate, or the school goes into lock down (this includes work for pupils in EYFS).

- All pupils have access to the previous 'Home Learning' page on the school website. This includes: How to Keep Active, ideas for Collective Worship, our PTA's 25 activities to undertake during lockdown.

- Learning Platform – Usernames, passwords and log in codes were sent out to parents prior to the eventuality of pupils self-isolating, or the school being closed due to a Covid outbreak or National lockdown.

- Literacy, numeracy and project work has been uploaded on to Google Classroom (learning platform) for year 1-6 to access from home. Daily work is activated at 8am each day for all pupils' to access work from their class within a specified year group.

- Families and pupils can access the school and their class teacher via email, telephone and the learning platform throughout the school day (please note this is viable due to the number of families in the school)

- All families have access to the Home learning 2020 (on the home page of our school website) regarding how to keep children safe on line, Covid advice and website links for education.

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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

  ➢ 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 due to the individual needs of our pupils, whilst acknowledging which pupils are in school and which are home schooled.

  o The provision of interactive games, tasks and activities for all EYFS – Y6 children to access both in school and at home which will promote the development of key skills in numeracy and literacy on the learning platform eg: Hit the button, Top Marks.

  o Access for specified pupils to outside agency practitioners via Microsoft teams.

  o Opportunities for all pupils whether at home or in school to take part in duel activities eg: Physical education, story time.

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:

EYFS	minimum expectations for remote provision is less than 3 hours (on average approximately 2 hours per day) 20 min sessions which include literacy, numeracy, understanding the world and physical activity tasks
Key Stage 1	minimum expectations for remote provision 3 hours for years 1-2. 1 hour Numeracy, 1 hr literacy and 1hr topic work.
Key Stage 2	minimum expectations for remote provision 4 hours for years 3-6. 2 ½ hours – Numeracy & literacy and 1 ½ hr topic work.

Accessing remote education

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

Google Classroom.

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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

➢ *how you will issue or lend laptops or tablets to pupils, and where parents or carers can find more information*

   o A device audit has been undertaken to determine number of lap tops, IPads and computers can be made available to their child/children for accessing home learning.

   o The school has completed all relevant documentation to determine the number of additional devices it is eligible for from the DfE (allocation 1 Device only). https://www.gov.uk/guidance/get-laptops-and-tablets-for-children-who-cannot-attend-school-due-to-coronavirus-covid-19

   o The school is in the process of drawing up an agreement between home and school regarding the use of the pupil's personal school IPads at home for pupils with limited or no access to a device. This will include the schools IT provider making the devices GDPR compliant for home use.

➢ *how you will issue or lend devices that enable an internet connection (for example, routers or dongles), and where parents or carers can find more information.*

   o A letter of information regarding the availability of additional mobile data for those families who have limited data has been sent out. Links to the DfE information and requirements have been included.

   o All families who would like to access this offer from the DfE have been informed they need to contact school with the relevant information to enable the school to move forward in this matter. https://get-help-with-tech.education.gov.uk/guide-to-collecting-mobile-information

➢ *how pupils can access any printed materials needed if they do not have online access*

   o All printed materials can be accessed directly from the school following government guidelines.

   o All printed materials can be delivered to individual homes via an arrangement between the staff member and families. These deliveries adhere to government guidelines.

   o Paper copies can be posted.

➢ *how pupils can submit work to their teachers if they do not have online access*

   o As above. When paper copies are delivered to the school or vice versa completed pupil work is exchanged. Access to work by the school is adhered to following government guidelines. Therefore feedback will be delayed for three days. Please note all pupils have access to their class teacher daily during school hours via email or telephone.

How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- prescriptive tasks set and links/files attached to Google Classroom

- recorded teaching, video/audio recordings made by teachers

- printed paper packs produced by teachers (e.g. workbooks, worksheets)

- textbooks and reading books pupils have at home

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

- short-term project work and/or internet research activities

- some 'live' opportunities for the children and staff at school to be in contact with those at home and take part in an online activity together: Jumpstart Johnny workouts, story time/class reader, Collective Worship, etc. (These are being developed as we get used to using remote learning)

- the 'Chat' facility on Google Classroom enables pupils to submit work, ask questions and communicate with the teacher and class throughout the school day.

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 for pupils' engagement with remote education*
  - To work towards creating an environment suitable for home learning to take place which includes an appropriate reward system if required.
  - To monitor and support child/children during the home learning to ensure work is accessed and completed by the designated time and date.
  - To upload and make available completed work for the child's class teacher to access, mark and comment on.
  - To contact the school as soon as possible with queries and questions regarding the work.
- *expectations of parental support, for example, setting routines to support your child's education*
  - Parents support child/children collating a daily time table and schedule the school work to suit the home learning environment, but considering the allotted time the government recommend for each year group to work throughout the day.
  - To include flexibility within the time table to allow for unexpected events and also children's interest and motivation with the set task.

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

- Pupils' engagement with remote education will be accessed daily and the opportunity for dialogue between home and school will be available throughout school hours.
- Deadlines for the submission of work will be identified on the school's learning platform by class teachers and feedback provided through the platform.
- If there is an engagement concern for an individual pupil, the class teacher will contact the parent via school email or telephone.

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:

- *The methods we will use to assess and feedback on pupils' work. How often pupils will receive feedback on their work.*
    - Feedback will be provided via the learning platform, verbally or via email when work is received and marked. Comments may include next steps.
    - It is important that work is submitted by the deadline dates specified, so that teachers can monitor, mark, feed-back and reward pupils appropriately.
    - We will be using the reward systems in school for those learning at home: Class 1- sticker chart, and Class 2- team points. Acknowledgement of their rewards will be given in their 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:

- *how you work with families to deliver remote education for pupils with SEND*
    - Outside agencies working with pupils with an EHCP can access them through Microsoft Teams (as recommended by the LA) when the pupil is in school.
    - The above method is to be discussed by the SLT, school IT provider and the DPO regarding the suitability whilst ensuring all safeguarding procedures are in place for this method to be sustainable as a way of communicating between the pupil at home and school staff.
- *if you teach primary school-aged pupils, how you work with families to deliver remote education for younger pupils, for example those in reception and year 1*
    - Paper copies of work can be collected or delivered to home and at the same time all completed work exchanged for marking and feedback.
    - Differentiated activities in literacy and numeracy can also be accessed remotely via the learning platform.
    - Specific activities eg: story time, physical activity can be accessed both at home and in school at a mutually convenient time within the school day.
    - Pre-recorded activities/tasks will be uploaded onto the learning platform for pupils to access.
    - Contact between home and school will be maintained at a minimum of once a week via the learning platform (virtual), email or telephone.

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 a child is self-isolating they will be expected to access the lessons that are being delivered to the children in their class in school. These will be uploaded onto the learning platform by the class teacher. Access between home and school will be via the learning platform, email and telephone. Work will be submitted via the learning platform or email. Feedback will be delivered via the platform, email or telephone.

This will ensure that when the child/children return to school following self-isolation they will have not missed any work and will be at the same stage in their learning as their peers (access and completion of the work will be dependent on the child's health).

If required, teachers will pre-record parts of a lesson, explain, or provide examples when introducing concepts, strategies and ideas which are integral to the delivery and outcome of the lesson.