

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?

Teachers will set some initial work for pupils to be able to access independently as they prepare for the remote lessons. This may include the use of learning platforms, e.g. Mathletics, Spelling Shed. They will remind children about using Teams and ask children to check their Teams account for details of work.

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, in Maths, Science, Geography and History and all English lessons we can deliver the learning through power-points which the teacher can talk over where needed. In some subjects, short video clips are used to support/enhance the learning. We provide live stories with questions at the end to aid understanding and these can be accessed through our YouTube channel. For PE, Music, Art and DT, we provide links to activities on our website and on the daily email and also provide a power-point with activities and instructions. Each week we also send a newsletter reminding parents of where to access additional learning activities and remind them of the home learning page on our school website. We provide weekly live assembly sessions where children can see each other and ask and answer questions. Children in EYFS receive daily maths and phonics lessons as well as an additional lesson or activity each day.*

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	1-3 hours of learning a day depending upon the family circumstances and needs of the child.
Key Stage 2	2-4 hours of learning a day depending upon the family circumstances and needs of the child.

Accessing remote education

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

We use Teams to provide our learning for children in Years 1-6 and Tapestry for children in EYFS. Teachers and parents can comment directly onto Tapestry. We ask children in Years 1-6 to send work back to the teacher through email/Teams and the teacher will mark this work or make a general comment and send it back for the child to see. Children can send a photo of their work in if that is easier for them to do.

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
- 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
- how pupils can access any printed materials needed if they do not have online access
- how pupils can submit work to their teachers if they do not have online
- *We ask parents to inform the school if they are unable to access remote learning by phoning or emailing the teacher.*
- *We will make contact with every parent in the school by telephone if the teacher has not seen that the child has accessed the learning provided and not uploaded work back to the teacher to assess. We will ask the parents why their child has not accessed the learning and what we can do to support them.*
- *We will loan a laptop to every child in the school who needs one (one per family) and we will discuss with parents, if necessary, how to organise a timetable so more than one child can have access to the laptop to complete their learning. We will base allocation on pupil premium children first and those known to be vulnerable but not in school, followed by children in Years, 6, 2 and 5, then those with more than one child in their household, lastly any other parents who says they need one. We will update parents weekly with any new updates. Following this all teachers contact the DHT every Thursday with the names of any child they think has not accessed enough learning. These parents are then contacted by phone to ask how we can assist.*
- *Parents are asked to collect laptops from the school office or they are taken to their home if they cannot come to collect. They are signed out.*
- *Any device to allow for more internet are given out in the same way. Parents are signposted to companies that are supporting this free of charge.*
- *Parents can come into school to collect any printed resources if they need them. They will be delivered to those that cannot come in or posted. All children are offered a book and pencil to use at home and these are given out in the same way.*
- *If children cannot submit any work on-line they can return it to the school and the school will arrange for it to be scanned to the teacher to see and be marked.*

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.

- *Live assembly weekly to support well-being and learning through retrieval quizzes.*
- *Teachers upload power-points to Teams where the children log into their account and access the lessons. Teachers talk through the power-points (in younger years). These video power points can be paused at any time and used at any time allowing access for larger families to the learning materials. Teachers are then available through Teams chat to answer any questions on the learning.*
- *(Additional activities are set through reminders to websites such as Oak National Academy lessons, BBC and our own Youtube channel.)*
- *Printed paper packs produced by teachers (e.g. worksheets and additional resources needed for children with learning needs)*
- *Children with speech and language needs also receive additional paper lessons to complete to cover a two week period at a time.*

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?

In this section, please set out briefly:

- expectations for pupils' engagement with remote education
- expectations of parental support, for example, setting routines to support your child's education
- *We would like all of our pupils to complete the on-line learning from Monday to Friday and show the teacher the work they are completing. If a pupil cannot access the lessons on-line they can bring the work into school and we will scan it to the teacher. We do expect our children to take breaks between lessons and to participate in other activities each day to promote their well-being, such as playing a game, going for a walk or watching some TV. We would like as many children as possible to access the live session each week so they can stay in touch with each other.*
- *Parents can support the school and their children by setting a routine around learning expectations, for example to complete a piece of work followed by a break. Children and parents have access to the teacher by email for any support required. Parents can contact the school every week day and request support and advice.*

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

In this section, please set out briefly:

- how, and how often, you will check pupils' engagement with remote education
- what action you take where engagement is a concern, including how you will inform parents and carers
- *Children's engagement with remote learning will be checked every school day. If the teacher has not seen any engagement the school will contact parents on a Thursday to see how they can support. The teacher will message you daily so that you can let them know if you are unable to access the learning or require any support. The school will work with you to support your child with their learning at home.*

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:

In this section, please set out briefly:

- the methods you will use to assess and feed back on pupils' work
- how often pupils will receive feedback on their work
- *Work children have completed can be sent in through Teams/email and teachers will assess it and send it back, some will be acknowledged and some marked for next steps, if possible by the next day.*
- *The live assembly sessions, for older children, will sometimes be a quiz of previous learning, children will use the chat to add their answers and teachers will feedback to them.*
- *If paper copies are brought into school they will be scanned by the admin team and sent to the teachers for comment the following day after the teacher has received it.*

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:

In this section, please set out briefly:

- how you work with families to deliver remote education for pupils with SEND
- if you teach primary school-aged pupils, how you work with families to deliver remote education for younger pupils, for example those in reception
- *Pupils with SEND will have differentiated, appropriate work set for them by their teacher and the SENCO will oversee and review this provision. Children will have speech and language packs posted to them or collected from school and parents of children with high needs will be offered to be in school or contacted weekly by the SENCO.*
- *Some children have with EHCPs and Higher needs will have additional activities that can be accessed at home. These packs will include activities to meet specific needs. They can be collected from the school or delivered to pupils' homes.*
- *Children from Nursery and Reception classes will access learning through Tapestry which is already up and running to record progress between school and home. They will watch their teacher deliver lessons and then access activities to follow up the learning. Children in Year 1 will use Teams, but teachers will deliver learning that is accessible for them, so they can hear what they have to learn and do. If required additional paper copies will be available for parents.*

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?

- In this section, please set out briefly the main differences between the approaches you have described in the rest of this template and those you will take to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.
- *If pupils are self-isolating, they should only access learning if they are well enough to do so. If well, they will be able to access the remote learning and anything additional can be posted or taken to the house if required or accessed through Teams.*
- *If school is open as normal and an individual pupil is isolating they will have access to home learning tasks and will have email contact with the teacher as required.*
- *If school is open as normal and a high proportion of the class or year group are self-isolating they will be advised to log onto Teams/Tapestry and the teacher will post power-points with the lessons and email daily to check if they require anything additional.*

Named person in charge of remote learning: Miss S Weekly Deputy Head