

## **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?**

The day before pupils begin isolating, a two-week learning pack, which is linked to the current term's work and covers all aspects of the curriculum, will be uploaded to Google Classroom for the pupils. This will include a timetable of what needs to be completed each day. That day, the class teacher will also conduct a Google Meet video call explaining the work and the expectations (two members of staff will always be present in video calls). The children will start the work the following day. This will include three Google Meets, at 9:00am, 11:00am and 2:15pm where teachers will take a register, give a teaching input linked to the activity and give feedback. Each day the resources for the following day will be released at 6:00pm on Google Classroom.

### **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?**

The work will be linked to the current term's curriculum and each day they will undertake a maths, literacy and foundation subject activity with all eight domains being covered. Each day there will be three video calls where teachers will take a register, teach and explain how to complete the activity as well as giving feedback on the work completed. Key stage weekly assemblies will also be held on Mondays at 1:00pm for KS1 and 2:00pm for KS2.

## 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:

Primary school-aged pupils	Video Calls – Lesson Input and Feedback (1.5 hours) Maths (1 hour) Literacy (1 hour) Foundation Subjects (1.5 hour) Live P.E Lessons (0.5 hours per week) Live Mandarin Lessons (0.5 hours per week) Live Assemblies (0.5 hours per week)
Secondary school-aged pupils not working towards formal qualifications this year	N/A
Secondary school-aged pupils working towards formal qualifications this year	N/A

## Accessing remote education

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

All work, resources and video links will be added to the online platform Google Classroom. This will include resources for lessons and links to external websites (Holylowbrook YouTube Channel, Oak Academy, Mymaths, Purple Mash, Charanga). The vast majority of the work should not require printing and children should be able to complete work from their device's screen straight onto paper.

## **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:

A survey has been taken and tablets have been provided to any families without access to laptops. Where families have more children than devices, the school will lend class iPads so all children in the household can access materials and video calls at the same time (parents will be required to enter into a contract with the school in this situation). All families across the school have internet connection. In the event that issues arise regarding internet connection, printed materials will be provided.

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

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

Work will be set and submitted via Google Classroom with links to the numerous other online tools which are already embedded in the curriculum. These include Purple Mash, MyMaths and Charanga (music). The school also has an established YouTube channel, with 108 lessons filmed and edited by staff that are relevant to all age groups. Oak Academy, Hamilton Trust and BBC Bitesize will also be utilised to support the children's learning. Three online lessons (Google Meets) a day will take place and children will be provided with work relevant to these teaching inputs. Many classes will also be working from a class reader. In the event that the children do not have this text, the school will request that this is purchased via the kindle version. The school will offer to reimburse parents for the cost of the book.

## **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?**

All children are expected to fully engage in the remote learning provided. This includes joining all Google Meets and completing all the work set. Children are also expected to submit their work into the correct folder on Google Classroom at the earliest opportunity so it can be marked by a member of staff and feedback provided as soon as possible.

Parents are expected to support their children with the above, both in helping them access the work and motivating them to complete the work that is set. A weekly video call will be held with parents to support them with remote education and answer any questions they may have. The families who have vulnerable children or pupils on the SEN register will also receive a weekly phone call from either the teacher or SENCO. Pupil Premium children's work be closely monitored and daily one to one feedback provided where necessary.

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

Work will be checked by a member of staff each day and feedback provided to pupils via teacher comments next to the pupil's work and orally through video calls. Misconceptions will be addressed by small groups staying on video calls after lessons and the work explained further. Should the pupils disengage, parents will be contacted immediately and supported with their child'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:

Work will be submitted by children online, checked daily by a member of staff and feedback given in the form of comments next to work and during Google Meets. On these video calls, teachers will also make formative assessments based on questioning. Purple Mash and MyMaths, which are embedded in the curriculum, are also excellent summative assessment tools and all teachers across the school are competent in using these to assess the work that has been submitted. Children will be set work on websites such as BBC Bitesize and Oak Academy which often have online quizzes. The children will be asked to take a photo or screenshot of their results and submit their scores onto Google Classroom so the teachers can gauge their understanding of the activity.

## **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:

Differentiated work will be provided for children who require it and teachers will keep small groups of children behind on Google Meets so that additional explanation of how to complete the activity can take place. Some children who require additional support will be offered one to one video sessions to support them in their learning.

A weekly video call will be held with parents to support them with remote education and answer any questions. The families who have vulnerable children or pupils on the SEND register will also receive a weekly phone call. This may be from the class teacher or the SENCO.

Pupil Premium children's work will be closely monitored daily and their engagement in remote learning will be recorded using the Pupil Premium daily feedback form. Should they begin to disengage, and the quality of their work falls, daily one to one video sessions will take place.

## **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 education will be very similar to the approaches above in that the day the pupil begins isolating, a two-week learning pack, which is linked to the current term's work and covers all aspects curriculum, will be uploaded to Google Classroom, along with a timetable of what needs to be completed each day. That day, the class teacher will conduct a Google Meet explaining the work after checking the welfare of the pupil and the family. The pupil will then begin the work the following day. The main difference is that there will only be one Google Meet a day which will take place in the afternoon. This will be carried out by a designated member of staff who will check the pupil's work, which will have already been submitted online, and give feedback.