

## **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?**

In this section, please describe briefly what remote education provision you will make available immediately. This may include, for example, sending pupils home with workbooks to complete independently in the first instance.

#### **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.
- 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, (please give examples of the kinds of changes you make to the planned curriculum when teaching remotely)
- We teach a different curriculum remotely to that which we teach in school. For example, (please summarise the nature of the remote curriculum and how and why it differs from the in-school curriculum)

## 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	N/A
Key Stage 2	3- 4 hours per day
Key Stage 3 and 4	4-5 hours per day

While we strongly recommend they are followed to ensure the progress of your child, we do appreciate that there needs to be a flexible approach to learning from home.

This time can be broken up during the day or spread out as an average during the week. We also appreciate that pupils may need to leave the house with their parents/carers during the usual school hours, particularly where there are siblings. The remote learning will be available online for pupils to access throughout the day which will support a more flexible approach for families.

## Accessing remote education

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

We will be using Google Classrooms to provide remote learning. Pupils will access this using email addresses and passwords. There is clear guidelines and expectations in place to outline acceptable on line behaviour.

Pupils access 5 lessons per day and will follow their usual timetable. Throughout the sessions pupils have the opportunity to ask questions of their teacher either verbally or in the chat facility.

## **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:

- Families who do not have access to the relevant technology have been identified by the school. If this now applies to you, please contact the school office where we will hope to provide further support.
- For those families who qualify for internet and technology support, arrangements will be made for them to collect the necessary devices from school when they are made available to the school. The laptop will remain the property of the school and will be returned when no longer required.
- In the initial stages where remote learning has been invoked, packs of work are also made available for pupils and parents/carers are able to collect those if they make an arrangement to do so with the school office. It is hoped that with the support of Government funded technology, we can remove the need for this as the remote learning period continues.
- All resources will also be made available for pupils in folders on the website, should there be a technical problem with one of the online platforms.
- 'In the event that Google Classrooms is unavailable, we will place work on a 'Padlet' for the pupils to access. This is a tried and tested format to which the pupils and parents are familiar with.
- Pupils will also have access to their google drive at all times, so if the 'live' facility was to fail, pupils would still have access to the work set.
- The 'failsafe' will be uploading work directly to our website so that pupils can access the work. Any forced change as a result of a technical fault will be communicated to parents via text message and also our social media channels.

## How will my child be taught remotely?

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

- live teaching (online lessons) via Google Classrooms
- Live teaching will be supported by teaching resources from other sources such as Oak National Academy lessons and White Rose Maths lessons.
- 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
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

## 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 have been very clearly communicated with parents. All pupils are expected to access on line learning daily. This is tracked and monitored.
- Staff will be creating activities for pupils to complete and their responses to these activities will allow staff to complete formative assessment and check that they are engaging with the work set.

## **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:

- Pupils' engagement with remote education will be checked daily with a register being taken each lesson.
- Pupils are requested to submit work regularly and this is monitored by teachers
- All parents are contacted weekly via telephone or email for feedback and to discuss any concerns. Parents can also email [homelearning@jamesbateman.staffs.sch.uk](mailto:homelearning@jamesbateman.staffs.sch.uk) for further advice.
- Parents of pupils not accessing on-line learning will be contacted to offer support in the first instance
- The school will continue to use external agencies to work with families to maintain high attendance levels and to ensure there are no safeguarding concerns

## **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:

Our staff will use a combination of different formative approaches to assessing learning. This will in the form of verbal, whole-class feedback, written feedback against success criteria. These assessments may take the form of quizzes, surveys or final pieces of work along with further assessment when our pupils return to us once lockdown has ended.

- Feedback during the live lessons will include verbal feedback – pupils have the opportunity to ask questions and will receive immediate feedback either individually or as a whole class
- Staff are also using quizzes and tasks which pupils then submit for more formal feedback
- Feedback is regular and on-going
- Following the re-opening of schools, we will assess all pupils in order to evaluate the recovery curriculum to ensure all pupils 'catch up' and are not disadvantaged by school closures

## **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 pupils have an EHCP, they are encouraged to continue their education in school where they can be well supported to meet their SEND needs. Where parents/carers of SEND pupils (both with and without an EHCP) opt to keep their children at home during lockdown, the following has been put in place:
- Key worker allocated (EHCP pupils 1:1, non-EHCP with class-based TA)
- Additional work provided (paper pack/remote) to function alongside remote learning and, in some cases instead of Google Classrooms. This would be the case where pupils are struggling to access on-line learning and/or their area of need means that remote learning is difficult.
- TA support via 'Chat' on Google Classrooms
- Planned interventions (small group and 1:1) to support SEND pupils
- Opportunities for pupils with SEND to come into school by appointment to receive additional support in order to access Google Classrooms
- Reasonable adjustments made to accommodate individual needs, for example where a pupil is becoming anxious about showing their face during remote learning sessions
- Laptops provided by school
- Regular contact with home via Key Worker, Form/Class teacher and SENCo.

## **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?**

All pupils self- isolating will be able to access live lessons as the teacher delivers them to the rest of the class. This will be done via Google Classroom as detailed above.