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?

Depending on when the pupil is sent home, work will normally be provided from the start of the next school day. If the closure of the bubble happens after the end of working hours, then it may take the teacher a day to get organised. In these cases, links would be posted on Seesaw to suitable sites for activities the pupil can practice.

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, where an activity was planned to be undertaken with others and needs adapting or where learning would require explicit, specific and direct teaching or resources which would not be able to happen straight away.

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	*We are setting 4 activities a day, an English, a maths, a specific reading activity (if this is not the English activity) and another subject e.g. science, PE, art, computing.* *There will be a PSHE lesson and an online safety activity weekly also.* *These would equal approximately 3 hours*
Key Stage 2	*We are setting 4 activities a day, an English, a maths, a specific reading activity (if this is not the English activity) and another subject e.g. science, PE, art, computing.* *There will be a PSHE lesson and an online safety activity weekly also.* *These would be expected to take at least 4 hours*
Key Stage 3 and 4	N/A

Accessing remote education

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

All learning grids are loaded up to Seesaw. Parents can access them from this App and can access links also from there. Parents can upload images and work to this App and teachers can then see it and acknowledge and comment on work done as well as make assessments.

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:

At the moment we don't have any devices available to loan out. Some have been ordered from the Dfe. Our allocation is very small though. We have surveyed parents to understand their needs and will focus on those families who have no other device than a phone as a priority once devices are received.

We will do whatever we can do to enable pupils to have printed copies including having them available for collection, posting packs or delivering them directly to families.

Almost all families have access to the Seesaw App. Where they haven't specific arrangements are put in place to support pupils and families.

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.

Some examples of remote teaching approaches used in our schools:

- *live teaching daily in every class (online lessons)*

- *recorded teaching (e.g. Oak National Academy lessons, 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*

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?

We expect pupils to engage with remote education in meaningful ways. We hope that parents can support their children by setting routines to support child's learning and keeping the day as structured as possible. We recognise that families are under pressure especially where they are working from home and/or have other siblings in the house. We ask parents to do the best they can and to keep in touch with school.

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

Engagement in the live sessions is monitored at each session. Teachers also monitor who has accessed the daily tasks on Seesaw APP and through sharing of work. Messages are sent via Seesaw in the first instances with follow up phone calls where necessary. We seek first to find ways to support parents.

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 the live sessions, the teacher provides verbal feedback as they would in the classroom. Using Seesaw, the teacher responds to work posted with individualised feedback. Other forms of assessment like quizzes are used where appropriate.

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:

We are using teaching assistants to work remotely with small groups of pupils where there is an additional need. Some pupils have 1-1 sessions remotely to support specific barriers.

Our teachers working with the younger children have developed age appropriate and specific activities to help these pupils engage in their learning. The live sessions are very interactive. Other remote learning in Reception class is appropriate to the Early Years framework.

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?

There may be reduced contact with the class teacher if a single child or small number of children are self-isolating than if the whole bubble is self-isolating (when school is fully open). In the current restricted attendance situation, the provision would be the same. In all cases the curriculum will be the same, the Seesaw App will be used and there will be direct contact with the family by the staff.