Remote Education - Information for Parents

Document Review and Approval

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A copy of this document and other related policies can be obtained from School Office.

Contents

Information for parents

This information is intended to provide clarity and transparency to students 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 students are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to students at home.

A student'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 students being sent home?

> To support colleagues in preparing for a longer period of remote teaching, it is likely that in the first couple of days of remote education, students will be sent home with workbooks to complete independently. They will also be able to access White Rose Maths and other online platforms currently being used by students.

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 may need to make some adaptations in some subjects.

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 students broadly the following number of hours each day:

EYFS	Activities for EYFS which relate to topical or core areas of development - hours/minutes to match the developmental attention of the child.
Key Stage 1	Reading and number-based work (White Rose and Phonics), handwriting task - about 1-2 hours.
Key Stage 2	Years 3 and 4: Reading, Literacy task, Maths (White Rose inc. Times Table Rocks Star) and some topic-based work - about 2 hours. Years 5 and 6: Reading comp, Maths workbook (CGP), spelling tasks, topic-based work - about 3 hours.
Key Stage 3 and 4	Students will broadly study the same number of hours as they would do if they were in school e.g. 8.50am-3.05pm and 50-minute lessons.

Accessing remote education

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

> The main platforms that students will use to access remote education will be EduLink (for the setting of learning) and Microsoft Teams for online lessons - as appropriate.

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 students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

> We will contact all parents to survey which students do not have access to the internet or a suitable device at home.
>
> We will work with parents to find a solution and if necessary (and where stock allows) we will issue students with a loan device/internet dongle.
>
> If a student's situation changes and they now need assistance accessing the internet, the parent must contact the Class Teacher (Primary phase) or Head of Year (Secondary phase) in the first instance.
>
> We will try to minimise the need for printed materials to support home learning, however, if materials are printed, we will endeavour to send / deliver these to students in advance of the home learning.
>
> If a parent would like more information, they can contact the Class Teacher (Primary phase) or Head of Year (Secondary phase).

How will my child be taught remotely?

We use a combination of the following approaches to teach students remotely.

> Our approach to remote teaching:
> * live teaching (online lessons via Microsoft Teams);
> * recorded teaching (e.g. Oak National Academy lessons, video/audio recordings created by teachers);
> * printed paper packs produced by teachers (e.g. workbooks, worksheets);
> * textbooks and reading books students 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.

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?

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We are aware that home contexts vary and that some families are working more flexibly because of Wi-Fi bandwidth and the availability of shared resources etc. Please contact your child's Class Teacher (Primary phase) or specific Subject Teacher (Secondary phase) if there are ongoing issues with the completion of work.

Parents should ensure that their child is up and ready for each day of school allowing them to be engaged positively in their learning. Where possible, children should have somewhere quiet to work and they should be regularly monitored.

If parents would like help to support their child's learning, or parents have any concerns about their child's wellbeing, please email your child's Class Teacher (Primary phase) or Head of Year (Secondary phase).

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

Where we have a significant lack of engagement in the schoolwork set by teachers, we will be in contact with students and their parents as to how we can support them.

How will you assess my child's work and progress?

Our approach to feeding back on student work is as follows.

Feedback can take many forms and may not always mean extensive written comments for individual children. Teachers cannot physically collect students' exercise books if the students are not in school.

In the virtual world, we may use quizzes which are marked automatically via digital platforms such as Microsoft Forms, White Rose Maths etc. These online platforms are valid and effective methodologies, amongst many others.

Subject areas may differ in their approach during remote learning.

Additional support for students 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 will work with parents and carers to support students who need additional support in the following ways.

We recognise that some students, for example, a student 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 endeavour to work with parents and carers to support these students.

Staff who normally support a particular Year Group will contact key SEND students (prioritising those with an EHCP) either via phone, email, or Microsoft Teams to check in on how they are finding the schoolwork and offer support.

SEND students who normally have specialist resources in school will be provided with them to use at home.

All EHCP students who normally access Keyworker support will continue to receive Keyworker support virtually.