

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?

- Tasks in Maths, English and Topic set on Google Classroom but no live sessions

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, changing materials for art to items more likely to be available at home or making more use of online reading materials and eBooks.

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	3 hours per day
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Accessing remote education

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

Online education is provided via Google Classroom. All children have been given log in details. If these cannot be found, contact the school office at office.howbridge@dcvst.org

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:

- Following the survey we asked parents to complete, we have allocated laptops (provided by the DfE) to families to support online learning. Where families did not have the internet, we are arranging, again via the DfE internet access. If you need further information about this, you can contact the school office at office.howbridge@dcvst.org
- In exceptional circumstances, how can access printed materials needed if they do not have online access and cannot be in school. In this situation, pupils can submit work by returning it to school for feedback whilst collecting more work.

How will my child be taught remotely?

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

We will use a range of approaches you use to teach pupils remotely, including:

- Tasks created by teachers and uploaded to Google Classroom
- live teaching
- 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
- 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?

- We expect all children to engage with Google Classroom where possible on a daily basis and complete as many tasks as they can, bearing in mind the individual family circumstances and work commitment, etc.
- We expect parents to support online learning but not to feel they have to complete every task with their child as much of the work set can be done independently and with staff support via Google Classroom.

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

- Google Classroom is monitored between the hours of 8.45am and 3.15pm when staff are available for questions, feedback and explanations. Engagement with online learning will be monitored daily and if children are not logging on over the course of a week, a phone call will be made to check whether further support is needed. If teaching staff are still concerned that a child is not engaging with online learning, they will inform a senior member of staff.
- Staff will also be working outside of these hours to prepare lessons and provide feedback but not available on Google Classroom for families.
- If you are working from home or there are other reasons why your child cannot log onto Google Classroom throughout the 'school' day, please ensure they are accessing work daily at some point.

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 is accessed via Google Classroom in a variety of ways, such as uploaded photographs of completed work or directly using quizzes and feedback will be given on the same day or the following day, depending on the work I question.

Additional Support for Pupils with Special Educational 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:

- There will be work set via Google Classroom that is at the level of ability appropriate for the young person to complete.
- The young person's completion and success of the tasks set will be monitored by the class team.
- There will be regular communication with parents and families from the class teacher and support team, as well as the SENCO, to support the learning of the young person if needed.
- Where needed, additional resources will be provided to aid the young person in completing the tasks set and embedding a greater level of independent learning.
- Where appropriate outside support will be sourced by the school to aid the remote learning for the young person (i.e. Specialist Teaching Teams).
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- For those with Education and Health Care plans the Reasonable Endeavours paperwork will be informally reviewed.

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?

For children self-isolating, the remote learning offer is the same as described above. However, if a child is unable to complete work because they are unwell, let the teacher know via Google Classroom or the school office.