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?

Where the school is open to pupils except those who are personally self-isolating (e.g. pupils who display symptoms or who have been contact traced, self-isolating on an individual basis or in small groups), learning will be provided through Satchel:**one** (formerly ShowMyHomework). Pupils will be able to access work for the lessons of each day the day after those lessons take place. On the first day, and whenever supplementary work may be required, pupils are encouraged to choose relevant units of work from the online resources: Seneca Learning, Oak National Academy and Mathswatch. Specific guidance is provided to parents about how to access these services if pupils are unfamiliar with them.

Where pupils are absent on a larger scale (e.g. a whole year group or the whole school), work will be provided for each day of absence, on the day that the lesson would take place. Again, this is accessible through Satchel:**one.** The same online services are recommended where supplementary work is desired.

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. We have needed to make some adaptations in some subjects. For example, subjects that involve practical work and depend upon particular resources and equipment (e.g. PE, music, drama, DT, science) have to adjust their curriculum so that learning can continue at home, safely. This might involve changing the order in which things are taught, saving practical work for when we return to school and focusing on theory during lockdown; making use of recorded demonstrations; making more use of online platforms.

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 3 and 4	Pupils will be set lessons in line with their normal school timetables. i.e. 5 lessons per day. This will involve a mixture of live teaching, independent study and pre-recorded taught sessions. Our aim is to ensure the same curriculum coverage at the same pace as in school, subject to adjustments to some practical subjects. (These adjustments will not affect the amount of work pupils will be set, but the work itself may differ from what they might have done in school). Except where family circumstances require different arrangements, pupils are expected to work following the same timings of normal in-school lessons.

Accessing remote education

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

Work will be provided through Satchel:**one** (formerly ShowMyHomework), the same platform that we use for setting homework in normal circumstances. Remote learning tasks will be set as "Classwork" and appear red in Satchel:**one**. Pupils and parents should use their normal logins to access this.

Teachers will also often make use of google classroom to share resources and support submission and assessment of pupil work. Pupils should access this using their school email/login.

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:

If parents have difficulties accessing remote learning, they should contact their child's Year Lead. We will provide laptops, subject to availability, and, subject to government rules and guidelines at the time, pupils who are not self-isolating may be invited to attend school in person.

How will my child be taught remotely?

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

Pupils will be set lessons in line with their normal school timetables. i.e. 5 lessons per day. This will involve a mixture of live teaching, independent study and pre-recorded taught sessions.

Pre-recorded materials could include resources produced by our teachers or by others (e.g. Oak National Academy materials or Mathswatch materials).

Teachers will also use resources for pupils to work through independently e.g. PowerPoints or tasks on google classroom.

Pupils may be asked to complete online quizzes e.g. spelling tests or quizzes on Satchel:**one**, google quizzes using google forms, tasks on Seneca learning.

All subjects will provide a blend of live teaching and non-live teaching. Teachers will choose the appropriate methods and resources at each stage.

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?

It is our intention that pupils can and should work independently of parental support as much as possible. However, we would be grateful if parents would help their child to get organised for each day, ensuring that their child knows what work they have for the day, and monitor them periodically to ensure they attend live lessons and complete the work set. Where parents feel they need to support pupils with specific tasks, they are welcome to do so, provided the work submitted is the pupil's own work, so that we get a true picture of pupils' learning. Pupils can contact their teachers if they need additional guidance. In individual cases, we may contact parents to ask for their help in ensuring that their child's engagement and conduct meet our expectations.

Generally, we would ask parents to ensure their children follow these routines:

Pupils should check Satchel:**one** at the start of each day, before the start of the normal school day (i.e. before 8:30 and ensure they are ready to start before the first lesson or mentor period).

Pupils should structure their day to ensure they attend live lessons, unless illness or IT access requires them to access the recorded lesson at a later point.

Our recommendation is that pupils complete the work for non-live lessons when that lesson would have taken place in school.

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

We will monitor attendance at live lessons, submission of specific pieces of work, and access to resources. We will contact pupils and parents by email or telephone to address concerns and offer and ask for support.

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:

Feedback will take various forms, as determined by teachers:
- In-lesson dialogue, including verbally and using the chat function.
- Individual feedback on tasks submitted on google classroom.
- Whole class feedback, based on a review of a class's work to identify common misconceptions or errors.
- Self-marking quizzes, on google forms and Satchel:**one**.
- Self-marking tasks on online platforms such as Seneca Learning and Mathswatch.
- Formal assessment of milestone tasks, typically using google classroom, where these are still possible
- Marking of exam-style practice questions, typically using google classroom.

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:

- Pupils with EHCPs and other SEND (at SLT discretion) are invited to work in school with support and this is regularly reviewed.
- Differentiation of teaching and learning resources.
- A TA or HLTA allocated as a key worker for pupils with EHCPs or targeted pupils with SEND, offering daily support with engaging in online learning and providing regular communication with pupils and their parents or carers.
- Where a TA would usually attend a lesson in school, the TA will attend live lessons and offer additional support and "break out" rooms to support independent work.
- Continuation of Core Literacy lessons at Key Stage 3, both live and literacy tasks, overseen by the HLTA Literacy Coordinator.
- Continuation of Foundation Learning lessons at Key Stage 4 overseen by HLTA responsible for Foundation Learning, SENDCo and Deputy SENDCo (both live and online learning).
- Small group or 1:1 Maths lessons with a qualified Maths teacher.
- Additional 1:1 or small group interventions for targeted pupils with EHCPs and SEND.
- Where appropriate, signposting pupils to Oaks National Academy specialist and life skills provision.
- IDL numeracy programme
- Read&Write software license for whole school that can be accessed remotely on any device to allow pupils with literacy difficulties access online work.
- Regular communication with parents and carers of pupils with EHCPs to ensure outcomes are still met and adjustments to provision is made and reviewed regularly.

- Continued collaborative working with external professionals working with a child with SEND via virtual meetings.
- Wellbeing calls and check ins and an online nurture group for some pupils highlighted as SEMH
- Signposting parents and pupils to charities and organisations who offer advice and support on managing remote learning with specific SEND focus, e.g. The National Dyslexia Association, The National Autistic Society

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?

Where the school is open to pupils except those who are personally self-isolating (e.g. pupils who display symptoms or who have been contact traced, self-isolating on an individual basis or in small groups), learning will be provided through Satchel:**one** (formerly ShowMyHomework). Pupils will be able to access work for the lessons of each day the day after those lessons take place. On the first day, and whenever supplementary work may be required, pupils are encouraged to choose relevant units of work from the online resources: Seneca Learning, Oak National Academy and Mathswatch. Specific guidance is provided to parents about how to access these services if pupils are unfamiliar with them. Feedback will be provided in line with normal school protocols and policies so that absent pupils will receive the same formal feedback as pupils in school.