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?

After the first 48 hours where a class, bubble or the whole school is closed work will be set daily using Google Classroom by the class teacher.

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, topics may vary and there may be a focus on revision of learnt concepts in maths and literacy to begin with.

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	We will provide remote education similar to that of the school day. This will include daily spellings, English and maths work and one other activity based on topic or foundation subject work.

Accessing remote education

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

At St Paul's CE Primary we use the learning platform Google Classroom. Your child has been given their own log in to the system and will be able to access the appropriate classes.

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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- If families are in need of laptops or devices we will endeavour to loan them from the school. This will be in line with our loans policy and only with a signed consent form.
- For a few families who do not have the capacity for online learning we will send home weekly printed work packs. This will follow the work set on Google Classroom. This work can be returned each week on collection of the next pack. Teachers can be contacted by email or by phoning the school if support is required.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- daily live Google Meets where a teacher is available to talk through any issues, tell a story or for social interaction with peers.

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?

In this section, please set out briefly:

- Children will be sent a timetable and are expected to complete the lessons for that day.
- Expectations of parental support vary by age group. Children in Reception and Year 1 will need adult support to complete the activities and follow the class timetable. Children in years 2-4 will often need tasks and lessons talked through and explained but for the most part should be able to work independently. Children in years 5 & 6 should need minimal help with setting up devices and setting routines but should be able to work relatively independently.

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:

- Where a school closure is in place teachers will check work and engagement daily.
- Where engagement is of concern a member of SLT will contact parents to offer 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:

In this section, please set out briefly:

- Teachers will use similar feedback and marking processes as they would in school. Work may be self-marked, a quiz or an emoji. Where relevant teachers will write a longer comment to move the child's learning on.
- Pupils will receive feedback on every piece of work submitted

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:

In this section, please set out briefly:

- Where EHCP children are engaging with remote learning work will be set by the class teacher and then supported via zoom by INA's who work with the child. Work will be differentiated as it would in school to meet all the children in the class' needs.
- Reception children will follow a time table set on Google Classroom which will be a mixture of focused activities and learning through play. With a daily phonics and maths activity.

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?

Children who are self-isolating will be provided with work via email or paper copies of work. This will link to the work being delivered in class at the time and needs to be returned to school on a weekly basis for the teacher to mark. The teacher is available by email for any queries or concerns and will reply at their earliest convenience. Parents will need to consider that they will also be fulfilling their usual teaching responsibilities.