

## **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?**

In this section, please describe briefly what remote education provision you will make available immediately. This may include, for example, sending pupils home with workbooks to complete independently in the first instance.

### **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?**

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- 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 students would not have access to resources and apparatus suitable to complete practical subject tasks.
- Students on our Personalised Pathways and in our Nurture Groups are likely to follow a more individual provision organised via the Learning Support Department to ensure the remote education received meets their learning needs.

## **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	Students will follow their usual timetable across a day minus 1 lesson.
Key Stage 4	Students will follow their usual timetable across a day
Key Stage 5	Students will follow their usual timetable across a day.

## **Accessing remote education**

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

The lessons will be delivered via Google Meet, using the Google suite of resources and applications.

Students will be sent links to the Google Meet lessons via their school Gmail account.

Additional lesson resources will be placed on Moodle by class teachers where 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 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:

- We are able to support parents with access to government laptops and dongles to gain internet access, where we have the resources within school. Parents can contact [helpdesk@hslc.co.uk](mailto:helpdesk@hslc.co.uk) or telephone the school office on 01964 532727 where they will be given support to access these.
- If we are unable to provide devices to support home access then students whose lack of digital technology at home prevents them accessing their learning will be offered a place in our 'Key School' on-site provision.

## **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.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- live teaching (online lessons) will take place for the majority of subjects and lessons. For each lesson, whether the following platforms are then utilised, the teacher will be present at the start and end of the Google Meet lesson in order to facilitate the resources and register student attendance.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- 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 will likely only be set as an interim task whilst provision is organised, or where applicable to practical subjects or KS5 courses

In the event of teacher absence / illness then live lessons will not take place and independent tasks will be set using a range of recorded materials and platforms. This will be supervised by the Curriculum Leader for the area until the teacher is well enough to return to teaching live online lessons.

## 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:

- Students are expected to attend all online lessons and a register will be taken. Attendance will be monitored and home contacted where there are patterns of absence.
- Students are expected to attend the Google Meets with their cameras off and microphones muted. The teacher will unmute students and request answers in the chat function where appropriate to the lesson. Students are expected to respond and participate in the activities undertaken, just as they would in the classroom.
- Students are expected to complete Google Meet lesson tasks by the deadlines set and submit these in accordance with instructions given by their teaching staff.
- Parents are expected to ensure their students attend each online lesson and engage in the tasks and activities being set.

### 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:

- Via online lesson applications like polls/quizzes/chat box/microphone functions for 'live' participation and knowledge checks.
- Submission of tasks in set time frames, e.g. 20 minutes of an online lesson to write and submit an answer to the teacher, to monitor completion of extended tasks
- Uploading images or documents to email to staff or submit on Moodle to evidence work.
- Use of Google Form tasks to monitor work and completion
- Teachers will contact parents in the first instance if there are any concerns with lack of engagement.

### 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:

- Via online lesson applications like polls/quizzes/chat box/microphone functions for 'live' participation and knowledge checks.
- Submission of tasks in set time frames, e.g. 20 minutes of an online lesson to write and submit an answer to the teacher, which then may be given group or individual or live in-lesson feedback.
- Uploading images or documents to email to staff or submit on Moodle, and then receive feedback
- Use of Google Form or Moodle feedback functions.
- Students will receive formal written feedback or assessment on work only in line with the curriculum plan being followed by the subject area. It should not be an expectation that every task or lesson results in formal feedback.

## **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:

- SEND students will be offered a place in our 'Key School' provision where they will either: follow a teacher/TA delivered curriculum in person on-site with an adapted curriculum; or, complete remote learning lessons on-site in our computer suites with support of a TA and support from a supervisory teacher.
- The Learning Support Department will work with families and teachers to check that appropriate support and resources are in place for those who remain at home.

## **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?**

Students who are self-isolating under the current short time frame will have lesson work from the previous day's lessons set on Moodle for them by their class teachers to ensure that they can catch-up with the curriculum.