

## 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 page 5.*

### 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?

All SWECET primary pupils will be provided with work to be completed independently in the first instance. This links to the work will be emailed and available on our respective school's website.

### 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, as direct instruction is limited, the types of tasks which require teacher modelling may need to be adapted or changed completely.

### 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 1	Reception – 3 hours	Years 1 and 2 – 4 hours
Key Stage 2	Five hours	

## Accessing remote education

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

We use Google Classroom as our platform.

All children are allocated a username and password and we will provide remote support to families who need help to set up and log in.

### 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:

- Where we are aware that a family does not have a suitable device to access Google Classroom, we will lend a laptop or tablet to pupils.
- Where we are aware that a family does not have an internet connection (for example, a router or dongle) we will make an application to the DfE for one to be provided in line with the DfE commitment and offer to schools and families.
- At the present time, all children who do not have any access are being offered schooling in school.

### How will my child be taught remotely?

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

- Live teaching (online lessons) twice daily at 9.30am and 1.30pm. The exception is on Friday afternoons where children and families are encouraged to undertake wider activities and to focus on well-being
- All resources set via Google Classrooms
- All work set via Google Classrooms
- Use of Google forms to offer instant feedback upon submission of work
- Occasional recorded teaching - Oak National Academy lessons
- Electronic textbooks
- On line reading books and those that pupils have at home
- Commercially available websites supporting the teaching of specific subjects for example, Times Tables Rock Stars
- Occasional longer-term project work

## 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 children to engage with the live lessons twice a day and to complete all work set. Where a device is being shared between siblings, the live lessons can be accessed later in the day as they are recorded and posted in Google Classroom.
- We hope that parents are able to:
  - Ensure pupils are ready to learn by 9.30am.
  - Ensure that children are appropriately dressed and behaving well during the live sessions.
  - Encourage children to do their very best with the work and to support children to livestream the teacher to request help if needed.
  - Contact the teacher using the year group emails provided in the Keep In Touch editions emailed to parents on a Friday if there are concerns.

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

Procedure for children who are learning from home:

- Each day, each teacher is required to complete the safeguarding register provided with a “/” to show that the child has been on line and has completed work.
- If by 3pm, there has been no evidence of any of the activities outlined above and therefore, there is no evidence that the child appears to be active and can be assumed well, teachers must mark the safeguarding register with a “0” and email the name of the child/ren to the school closure email.
- By lunchtime the next day, the staff monitoring the home learning attendance (closure email) must make contact with the family to ensure that the child is safe and well and to find out why the child has not been active on Google Classroom. Any concerns as a result of this must be referred to the Designated Safeguarding Lead (DSL).
- If a child is noted as “0” on three occasions, then the DSL will be notified by the staff monitoring home learning and the DSL will determine with the Head of School appropriate action.

### 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:

- Using a range of scores (e.g. 9 out of 10)
- streamed responses,
- comments posted on work
- and offering a “next step” for pupils daily.
- Some teachers are exploring the use of Mote voice-recording app to support 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:

- At this present time, all pupils with an EHCP have been offered a place in school.
- For those in school, provision is being met as far as possible during this current lockdown.
- Where possible, in most cases, external agencies are still working with pupils remotely.
- For those at home, we are providing as much provision as we can virtually.
- 1-2-1 LSAs are providing teaching via Zoom or other suitable platforms for specific children where possible.
- Where provision cannot be met due to the circumstances, plans will be put in place for when pupils are back at school.
- All pupils with an EHCP whose parents have chosen to keep them at home are being called weekly by SENCo/Pastoral staff.

## **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 individuals who are self-isolating, links to the work set will be emailed out and available on the website.

Nothing will need to be printed out by families.

Oak Academy will be used to provide pre-recorded lessons on a full range of subjects.

CGP books will be used to offer additional learning in the core subjects.

As far as possible, the normal curriculum will be covered.

Work can be photographed and emailed to school using the admin email for the school and teachers will provide “next step” feedback.