

## **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.

### 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.

### 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	3-4 hours of provision per day (depending on the age of the children) comprising:  1 Maths Lesson 1 English Lesson (including phonics where appropriate) 1 Wider Curriculum Lesson Reading expectations  Additional Activities provided including, but not limited to: Spellings Multiplication Tables
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## Accessing remote education

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

Parents can receive the work through various mediums. These are:

- School Website
- Purple Mash
- Class email address
- Microsoft Teams

### 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:

- Please contact [enquiry@fairway.uwmat.co.uk](mailto:enquiry@fairway.uwmat.co.uk) if you do not have a device at home to access online learning.
- Miss Mills can provide these devices and give further information on accessing the online work.
- If pupils need any printed materials, please contact your class teacher through the class email address or through school directly by phone on 0121 464 3200.
- Pupils can submit work either online or by returning paper-based work into school through prior appointment.

### How will my child be taught remotely?

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

Every day, the following actions will occur:

- Class teachers will provide an introductory recorded message that will set out the learning activities for the day. This will be sent before 9:15am.
- There will be three recorded teaching sessions every day. These will be based on Maths, English and one Wider Curriculum lesson. These will be released before 9:30am daily but will not have set times to enable parents to have some flexibility in case there are multiple siblings or limited devices available.
- Lessons will contain references to:
  - recorded teaching (e.g. Oak National Academy lessons/White Rose Hub, video/audio recordings made by teachers)
  - printed paper packs produced by teachers where applicable (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
- Currently, the school is not offering live lessons following the policy of our Academy Trust.

## **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?**

Please ensure that every day your child:

- Continues with their normal home routine of getting up and going to bed at appropriate times.
- Accesses the introductory video at 9:15am.
- Completes a daily check in quiz on Teams to say that they are accessing, and completing the remote learning.
- Watches the three introductory videos for each of the main lessons and completes the tasks daily.
- Accesses the additional activities daily to complete over the school week.

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

The school expects:

- the children to be sending at least the two opening and closing messages to show engagement in lessons at the beginning and end of every day through the class email address.
- Parents to be sending any questions or requests for support via the class email address, or other mediums depending on the task (eg. Purple mash etc).
- Class staff are available periodically throughout the day to answer any questions about the work and to provide feedback where needed.

## **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:

- Use of online assessment quizzes where appropriate
- Written or verbal feedback through both paper and online activities

## **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:

- how you work with families to deliver remote education for pupils with SEND:
  - the SENCO supports class teachers with setting appropriate work.
  - SEN pupils have differentiated tasks set anonymously on Purple Mash.
  - Some pupils with EHC plans have packs of work sent home as they struggle to access online learning.
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- if you teach primary school-aged pupils, how you work with families to deliver remote education for younger pupils, for example those in Reception and Year 1
  - Younger pupils are set as many practical learning activities as possible.
  - Reading and writing tools are used on Team to support children who may struggle with reading to read tasks or how struggle with writing to share their answers with the teacher.
  - Amounts of work are set in line with DFE guidelines.
  - Younger pupils are set a greater number of tasks for shorter lengths of time to enable them to take more regular breaks and to aid their concentration.

## **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, but well enough to work, will access the work in the same way as children who are working from home.