

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and families 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?

- Teachers will provide learning for their current class. The amount of work they need to provide is communicated by the Senior Leadership Team and will be tailored to individual students in the class. It will include key core curriculum activities as well as daily learning tasks linked to the pupils/students' EHCP outcomes.
- The work will be set at the beginning of the week for whole group isolation or local lockdown.
- In the instance of an individual students' isolation, then work should be set from the second day of absence and weekly for the period of absence.
- Teachers will upload weekly learning packs/activities on the schools agreed platform. The packs can then be accessed at home or in instances where families have directly requested, printed by staff who are on site, ready for families to collect or staff can deliver to homes.

Keeping in touch with pupils/students who aren't in school and their families

- In the case of a national or local lockdown, Teachers will call pupils/families at least once every week. Any concerns should be recorded using CPOMS. In the event of a self/class bubble isolation, communication will be via telephone and/or email. If there has been no communication from either a parent or child/young person by day 2 of lockdown/self-isolation period starting, teacher will call families/pupils on day 3, if no response on day 3 this will be escalated to the DSL.

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 a different curriculum remotely to that which we teach in school. For example, Teachers will provide learning for their current class. The amount of work they need to provide is communicated by the Senior Leadership Team and will be tailored to individual students in the class. It will include key core curriculum activities as well as daily learning tasks linked to the pupils/students' EHCP outcomes.

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	1-4 hours per day, depending on pupil need and levels of engagement and support.
Secondary school-aged pupils not working towards formal qualifications this year	1-4 hours per day, depending on pupil need and levels of engagement and support.
Secondary school-aged pupils working towards formal qualifications this year	1-4 hours per day, depending on pupil need and levels of engagement and support.

Accessing remote education

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

These may consist of physical paper based packs of learning, the use of Microsoft Teams, Microsoft SharePoint, Evidence for Learning and/or tapestry. Not all families will be required to access all of the above. In some schools there may be a combination based upon pupils needs.

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:

- We can provide physical learning packs, posted home.
- We have a small number of laptops and internet accessible dongles that can be loaned to families.

How will my child be taught remotely?

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

Some of the approaches include:

- Bespoke and suggested activities that link directly to pupils EHCP outcomes. Available on a remote platform or in a physical learning Plan format.
- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (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
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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?

Providing feedback on work

- Where agreed, pupils can email work to their class teachers. All work submitted will be acknowledged by the class teacher. Feedback will be given for English and Maths, EHCP targets and accreditation work on an individual basis. Feedback will be age/ability appropriate.

Families and pupils are asked to:

- Be contactable during the school day – 9am-3pm although they may not always be in front of a device the entire time
- Seek help if they need it, from teachers or Learning Support Assistants / Care Assistants
- Alert teachers if they're not able to complete work
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it

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

- We will check engagement in weekly telephone calls and by monitoring the work that is completed on the online platforms for example, Evidence for Learning, Tapestry, Sharepoint.

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:

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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:

- Teachers will provide learning for their current class. The amount of work they need to provide is communicated by the Senior Leadership Team and will be tailored to individual students in the class. It will include key core curriculum activities as well as daily learning tasks linked to the pupils/students' EHCP outcomes.
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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 pupils who are self-isolating and are well enough to engage in learning the access to remote learning will be available using the same remote learning systems as described above.