

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?

We aim to have home learning via remote education in place within 24 hours of the pupil being sent home. If paper copies are requested, this may take longer to provide and these must be collected from the school.

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, all practical subjects such as Science, PE, Art and Music will be adapted to include resources commonly found in the home rather than specialist school resources.
- Planned group or paired work will be adapted to become individual work.

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 set work (including the expectation that each child will read every day) to the equivalent of 4 hours per day for KS2 children and 3 hours per day for KS1 children. Reception may be slightly less. This will also incorporate an hour for daily physical exercise and assume the child completes the work to a high standard.
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Accessing remote education

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

Our main online tool is Purple Mash. Your child has their own log in which is usually printed in the front page of their homework book. Please make a note of this at home. Other tools may include Education City; Oxford Owl and Tapestry. Your child's class teacher will publish a timetable of work onto your child's class page on the website with links to the online platforms as 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:

Parents do not need to print any online learning resources. Children can work directly into books or onto paper using the questions and prompts from the online learning.

We are able to lend laptops to pupils if there is not suitable access to remote learning at home. Parents may contact the school via the main school email and request a device. Priority is given to parents of children eligible for Free School Meals.

Parents are able to request a paper pack of resources if the family is unable to access the online learning. Please note that this work is different to that published online and is matched to year group expectations. In this instance pupils return the pack to school on returning.

How will my child be taught remotely?

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

- In all instances, please encourage your child to read (Oxford Owl have a wide range of online books for younger readers; please request a login from your child's class teacher), keep up their writing stamina by encouraging them to write lists, stories or instructions or develop their early writing in younger children by encouraging them to colour and draw carefully.
- In Primary Education, no child is expected to complete work completely independently without a teacher's support. Parents will need to support their child whilst learning and to a greater degree if the child is younger or has special educational needs.
- Your child will be taught via commercially available websites such as Purple Mash which support the teaching of specific subjects or areas, including video clips or sequences.
- Your child will have access to recorded teaching (e.g. Oak Academy lessons, White Rose Maths lessons as well as pre-recorded teacher learning clips)
- The class page on the school website has a timetable of weekly work offering links to other web pages and remote learning tools. Not all activities require access to the internet and many will be practical.
- Printed paper packs (by request only) are available but the work is from a pre-printed workbook and is different to the published online activities.

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?

- Children are expected to engage in 3 hours+ of remote learning per school day although this can be achieved at any time convenient to parents and does not need to be consecutive days as long as the 15 hours per week (20 hours per week for Key stage 2) are completed over a 7 day period.
- Parents should encourage their child to access the blog on Purple Mash (or Tapestry for Early Years) on a daily basis, as this enables teachers to communicate directly with children about their work.
- Parents play an important role in explaining, clarifying and setting expectations for work (in much the same way as a teacher would do). Here a daily routine can prove to be very useful as well as an absence of conflict.

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

- Parents can email the school office (during normal working hours) for clarification on any aspect of home learning; replies may not be the same day.
- Notes can be left on the child's Purple Mash blog.
- The Purple Mash blog and work set will be monitored daily. If children are seen not to engage with it, teachers will phone the parents and children to establish the reasons.
- Each child will receive a minimum of a weekly phone call from the classroom staff to check progress and this may be more frequent if the child's engagement in learning is not as good as it should be. This phone call is a useful point to discuss your child's learning and any support you need in order to help your child further.

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:

- Assessments are marked automatically via Purple Mash; the class teacher also has access to how your child has performed during these assessments.
- Children's work can be photographed and/or file uploaded into their work folders within purple mash. Work can also be emailed into school via the enquiries email address.
- Alternatively, work can be returned to school once the child returns for feedback.
- Classroom staff make phone calls (weekly) to check on children's progress and to see if parents require any support helping their child with home learning.

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:

- Children with an EHCP (Education and Health Care Plan) will receive a daily phone call and support with interpreting the remote learning. For some children this will mean a bespoke plan or adapted timetable and bespoke resources according to their planned needs.
- In Reception and Year 1, parents can supplement planned work with additional phonics games, counting and dice games and drawing or colouring activities.

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?

If your child is isolating but their class 'bubble' is not, the main difference to the information above will be that classroom staff may not respond to the blog daily but will be monitoring your child's work and will respond to emails from parents. Feedback will be received for any work handed in.