

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 March 2020 we were able to send children home with some essential workbooks. This may not always be possible, in which case we have asked that any work that cannot be completed live in Google Classroom to be recorded in any way it can be
- We would aim to have some basic remote education available immediately, using websites such as readtheory.org and Time Table Rockstars

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, where hands-on practical equipment or resources may not be available teachers may use a video clip or interactive game online

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	<p>3hrs total</p> <ul style="list-style-type: none"> • Maths (based mainly on Maths No Problem): 45 mins • Mental maths (Time Table Rockstars etc): 20 mins • Spellings and grammar work, including phonics: 15-20 mins • Readtheory: 20 mins • Other written English work: 30 mins+ • Reading: unlimited! • Additional theme-based work and activities to support wider learning in other subjects will vary over the weeks
Key Stage 2	<p>4hrs</p> <ul style="list-style-type: none"> • Maths (based mainly on Maths No Problem): 45-60 mins • Mental maths (Time Table Rockstars etc): 20-30 mins • Spellings and grammar work: 20 mins • Readtheory: 30-40 mins • Other written English work: 30 mins+ • Reading: unlimited! • Additional theme-based work and activities to support wider learning in other subjects will vary over the weeks

Accessing remote education

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

Our main platform is Google Classroom, which all children are familiar with through work in school and homework. Tapestry is used in the EYFS.

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 would encourage any families where there is no suitable online access to contact the school in the first instance, and to consider a school place for their child
- We have a small number of Chromebooks which can be borrowed from the school, please contact office@fog.hlt.academy or call 01904 470272 to find out more. If you need help with an internet connection, for example through a dongle or mobile data, please use these contact details
- If you need printed copies please contact us, however not everything is available in a hard copy format so we would urge that families look at the above options first

How will my child be taught remotely?

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

We use a range of approaches to teach pupils remotely:

- Recorded clips of live teaching and pre-recorded explanations made by teachers and support staff
- Google Slides and other sheets which pupils can edit through Google Classroom
- Websites such as Times Table Rockstars and readtheory.org that pupils are already familiar with
- Some commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Links to clips to support learning such as video, animation, songs etc
- 'Virtual tours' from museums and art galleries
- As our experience has developed, our range of approaches has also broadened

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?

- The school has set and shared the expectations around timings and content with families from the beginning of this closure period. Families have been urged to ensure their child engages with remote learning on a daily basis where possible in order to follow the sequence of learning in line with the learning in school
- The above structure, mirroring the school day, supports families by giving a suggested routine with clearly defined tasks instead of open-ended projects. Teachers are setting out their Google Classrooms in a consistent way, with the learning broken down into weeks, days and subject areas to further support
- Where families may have work commitments, recordings from staff mean that pupils can still access the learning at other times, or can revisit and pause explanations to support their remote learning
- Use of Google Classroom and Tapestry is well-established in the school. The consistent use of Google Classroom for homework through the autumn term to support any pupils or groups who may have needed to self-isolate means that children and staff are familiar with the format

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

- Teachers are able to use Google Classroom to monitor when and how often pupils are engaging with remote learning. This is evident on a daily basis.
- Where pupils do not appear to be engaging, for KS2 pupils they may be directly reminded through a direct message in Google Classroom. Depending on the outcome, this may be followed up by direct contact with their family to offer encouragement and support
- For KS1 pupils the teaching staff make regular (weekly) contact with families to offer support
- Families all know how to contact their child's teacher if they need advice and support, either by emailing the teacher directly or calling/emailing the school office

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:

- Staff will feed back on pupils' work in line with our marking & feedback policy, with a combination of brief comments, addressing misconceptions, and deep marking
- At times it may be that pupils can receive 'live' feedback as they are working online as the lesson is being delivered in school, although we recognise that all families may have different routines for remote learning and this may not always be possible

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:

- For children with SEND expectations are in line with those for the rest of the school and work is shared in line with this. Programmes such as TTRS and Readtheory can be set by the teacher to provide an appropriate level of challenge. Additional support is in place at individual level: this may include access to additional explanations or the use of voice recognition technology
- For children in the EYFS (Nursery & Reception) Tapestry is used to share ideas for learning experiences and for pre-recorded videos of staff demonstrating phonic strategies and other key learning. We encourage parents to share their photos and comments around what their child has been doing 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?

- The model outlined above, particularly the planned sequences of learning and consistency of approach across the school, can easily be used for individual pupils who are self-isolating. The materials uploaded to Google Classroom, for example the slides, are exactly those which are being used within the classroom in site
- In this instance, there may be less use of recorded clips as school staff are more heavily engaged with teaching a higher number of pupils in school. Feedback is given 2-4 times a week, again in line with what is happening on site; further support if needed is provided by email, phone or a recorded explanation