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?

In the first two days of remote education, teachers will use Google Classroom to share links to maths, English and wider curriculum lessons from outside providers, such as Oak Academy. These lessons will be as closely linked as possible to learning that would have taken place in school and are likely be used to revise key learning already covered in class. Pupils may also be sent home with paper resource, for example, workbooks to complete independently, while teachers put together more bespoke learning.

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, English provision will have a grammar focus rather than whole class writing focus. This is because more effective feedback can be given for these lessons remotely.

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:

A minimum of **three hours learning per day** for KS1 and **four hours learning per day** for KS2 should be provided.

Subject	Provision
Core Learning (Priority)	
English	Five hours, enough for one hour per day Children are expected to read for at least 20 minutes per day.
Maths	Five hours, enough for one hour per day One maths meeting per week
PSHE	Weekly
RE	Weekly
Science	Weekly
Wider Curriculum Opportunities	
Geography/History	Sessions in these subject areas will be on offer during each half term, often on a weekly basis. Class timetables give guidance on when these should be accessed.
PE	
Art	
Computing	
MFL - Spanish	
Music	

Accessing remote education

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

As St Wilfrid's we use Google Classroom as our online platform.

The following websites may also be used to support learning, as they would be in class: My Maths, Numbots, Times Tables Rockstars, Maths with Parents,

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:

- how you will issue or lend laptops or tablets to pupils, and where parents or carers can find more information
- how you will issue or lend devices that enable an internet connection (for example, routers or dongles), and where parents or carers can find more information
- how pupils can access any printed materials needed if they do not have online access
- how pupils can submit work to their teachers if they do not have online access

How will my child be taught remotely?

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

Some examples of remote teaching approaches that teachers may use:

- live teaching (online lessons for up to 15 pupils at a time)

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

- printed paper packs produced by teachers (e.g. workbooks, worksheets)

- reading books pupils have at home

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, e.g. My Maths, Numbots, TTRS

- internet research 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?

- It is expected that all pupils will engage with remote education
- InY4 – 6, we ask that parents support their children in setting up routines and that they encourage their children to provide feedback as set out below.
- In Reception – Y3, in addition to supporting children with routines, we ask that parents also provide feedback about their child's learning.

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 pupils' engagement with remote education through the use of the individual comments section for classwork on Google Classroom.
  - From Y4 upwards, children will be expected to write an individual comment for each activity about how they feel the got on. Teachers will check these at least once per day and will respond to the feedback given.
  - For Reception to Y3, we ask that parents will use the individual comments boxes to leave a comment each day about how their child has got on generally.
- If there is a concern about a child's engagement with their online learning, class teachers will telephone parents so that they can look together at possible support.

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:

- Pupils in Y4 – 6 are asked to upload work and provide feedback to teachers in the individual comments for each task and through learning journals. These will be monitored by teachers who will reply to their comments. Future lessons, whether this be online or in the classroom, will be planned in response to this feedback.
- Y2 and Y3 children -
- In Recection and Y1, feedback will most often be given to a whole class. This will be through addressing misconceptions.
- In addition, quizzes and small group live lessons will be used to collect information about children's learning and deal with any misconceptions as needed.

- Pupils will receive feedback on their work daily through Google Classroom. This may be through individual or whole class comments or through a live

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

- 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

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?

This information is about the provision we will have in place for those individuals having to learn at home while the rest of their class are still in school.

Government guidance states that work provided for these children should be high quality and should align as much as possible to the in-school provision being accessed by the rest of the class. Resources, such as Oak Academy, will be used as these lessons meet these criteria.

A minimum of **three hours learning per day** will be provided for KS1 and **four hours learning per day for KS2**.

In addition to the minimum of three hours learning per day, children working at home will be invited to the daily reading time in their class. This could be either through Google Classroom or Zoom. Links to assemblies will also be shared to enable children at home to be included in these whole school celebrations.

Work will be checked by class teachers and feedback given at least weekly. This will be done through Google Classroom and maybe through individual comments or whole class feedback, whichever is most appropriate for the task and the children.

In order to minimise any potential gaps in learning, it is expected that, if children are well enough, they will complete the home learning activities provided by their teachers. Children's work and comments will be submitted through Google Classroom so that the teacher can monitor this and give appropriate feedback. Parents will be contacted by class teachers if children have not engaged.