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?

Children will bring home their reading book and have a log in to eschools which will be populated within 48 hours of the closure, usually earlier. Work packs will be available to collect from school within 48 hours if they are not sent home with your child.

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, new concepts we feel are best taught face to face or require specific resources are substituted with units of work which children can complete successfully at home. Overall, the aim is that the full curriculum would be taught with some units of learning postponed until face to face teaching resumes.

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	• Foundation Stage: 1-2-hours per day • Key Stage 1: 3 hours a day on average across the cohort, with less for younger children • Key Stage 2: 4 hours a day

Accessing remote education

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

Children are all provided with a unique log in to eschools, this is accessible via the following link: Login | Birtley East Community Primary School (eschools.co.uk)

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 will distribute our allocation of DfE laptops to families **without online access** in the following priority order:

- Pupils who are in KS2 and who are LAC
- Y6 pupils who are currently entitled to FSM and have an EHCP
- Y6 pupils who are currently entitled to FSM
- Y5 pupils who are currently entitled to FSM and have an EHCP
- Y5 pupils who are currently entitled to FSM
- Y4 pupils who are currently entitled to FSM and have an EHCP
- Y4 pupils who are currently entitled to FSM
- Y3 pupils who are currently entitled to FSM and have an EHCP
- Y3 pupils who are currently entitled to FSM
- Any other pupils in KS2 who do not have online access, priority given to older pupils .
- If families need support to get online they can approach us for this help and we can refer into the DfE for either home internet or mobile data support.
- Paper packs are being produced for all pupils on roll and these are available for collection each Monday from school. They are to be collected from the tables outside the main entrance to allow for no-contact collection. Packs are stored in class boxes and any packs not collected on a Monday are put out again each day until parents are able to collect them.
- Class teachers are maintaining regular telephone contact with all families and so any children without online access can discuss their learning with their teacher, or parents can. For primary aged pupils feedback is only meaningful if given straight after completing a task so we ask that parents do this in the first instance.

How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- live teaching (online lessons) – this is to be trialled by interested staff

- recorded teaching (e.g. pre-recorded lessons available from a range of providers, 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 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?

In this section, please set out briefly:

- Pupils with online access are expected to log in and access learning over eschools daily, families are expected to collect work packs each week and engage with calls from school to discuss learning at home.

- We expect that families will devise their own routine around work and other commitments and depending upon the age and stage of the child. We can support families with this.

- We ask that families spend time giving basic feedback to their children by way of encouragement and feedback on areas they feel confident to do so. More detailed feedback will be given by school staff to all children who submit work online and to all families regardless of whether they have online acccess via regular telephone contact.

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

In this section, please set out briefly:

- Staff check daily regarding online engagement and a weekly record is made and submitted to the HeadTeacher for follow up.

- Where engagement is a concern this will be followed up by telephone contact with parents and carers from the child's class teacher, our family support worker, our SENCo (for SEN pupils) and our Headteacher.

- Home visits will be made where we have concerns such as no contact with a family and they are not engaging with online learning or collecting work packs.

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:

- See above
- Pupils submitting online will usually receive daily feedback.

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:

- Our SENCo maintains additional contact with the families of children with SEN and provides additional support for teaching staff.

- Our online offer and work packs are tailored to be suitable for the needs of our youngest pupils and staff act upon feedback from parents about what is working well and not so well 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?

Please refer to our separate 'Remote Learning Guidance' document.