

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 be able to access their learning remotely on Google Classroom with 24 hours of being sent home.

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 might need to make some adaptations in some subjects. For example, P.E and Music are not able to be taught by our external, specialist teachers.

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	KS1- at least 3 hours per day- Less for younger children
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Accessing remote education

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

We set all remote learning through Google Classroom Platform for EYFS, KS1 & KS2.

All children have an individual login and password.

Google Classroom is also used for all marking and feedback for KS1 & KS2.

Early Years/Reception parents also use Tapestry to submit evidence of their child's work and receive feedback from staff through this platform.

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 have a bank of digital technology we are able to lend out to families. For more information email the school on admin@barrow.suffolk.sch.uk
- School can request mobile data increases for children who meet all of the following 3 criteria:
 - 1) do not have fixed broadband at home
 - 2) cannot afford additional data for their devices
 - 3) are experiencing disruption to their face to face education
- pupils can request for printed materials needed if they do not have online access.
- pupils can collect exercise books, and other learning materials on request, from school.
- Staff ensure that wherever possible there is a non-printable option to completing work set.
- Families are able to make arrangements for bringing work into school regularly if there are difficulties with access to submitting learning online.

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:

- At least one weekly live session for pupil interaction as well as a weekly live whole-school assembly
- Pre-recorded instructions and explanations (video/audio recordings made by teachers)
- uploaded tasks produced by teachers
- other platforms used in school for example: Learning by Questions & Timestable Rockstars
- reading books pupils can collect from school to take home
- commercially available resources supporting the teaching of specific subjects or areas, including video clips or sequences
- longer-term project work and/or 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?

Expectations for pupils' engagement with remote education:

- we encourage you to complete as much of the remote learning as you possibly can – we recognised that different families have different circumstances and challenges
- we strongly recommend at least 2 pieces of learning to be uploaded a day, priority being given to English/Phonics and Maths.

Expectations of parental support:

- encouraging routines to support your child's education
- Ensuring daily engagement with remote learning
- ensuring your child has completed and uploaded work for that day
- checking for feedback from teachers
- Ensuring access to the digital platform and contacting the school for support if necessary

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

- Pupils to 'turn in' their work on Google Classroom for each activity set daily
- Teachers will respond to work submitted in the comments box for each individual pupil daily
- Teachers keep a daily register (Excel Spreadsheet) of engagement with remote education
- Where engagement is a concern, in the first instance, the class teacher will ring the pupil's home and speak to a parent/carer. Where engagement doesn't improve, a member of the school's leadership team would intervene.

How will you assess my child's work and progress?

Our approach to feeding back on pupil work is as follows:

- Pupils will receive daily feedback on their work
- Teachers will comment in the ‘comments’ box to individuals once they have submitted their work on Google Classroom. This could be a written comment or a voice recording using ‘Mote’
- Whole Class feedback will also be used
- Use of quizzes marked automatically via digital platforms
- Self-assessment

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:

- remote education is differentiated for pupils with SEND
- remote education for younger pupils, for example those in reception and year 1 is delivered through engaging and fun practical tasks
- Guidance is available to support parents in adapting the activities and approaches at home.
- Individualised support for parents can be accessed on request via the school’s SENCo in the form of telephone calls or remote meetings.

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?

Our approaches described above are the same as we employ to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback. This offer will be closely matched to lessons being taught in class but will not be supported with bespoke class teacher videos if face to face teaching is happening in school.