

## **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 the event of a lockdown, there may be a short period of adjustment to a routine remote learning schedule.

To ensure there is no break in learning, the school has contingency planning in place for this occurrence. Lessons will be provided via Google Classroom which will focus broadly on age related basic skills.

### **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?**

- The same curriculum is taught in school and remotely wherever possible and appropriate.
- We use a curriculum sequence that allows access to high-quality online and offline resources and is linked to the school's curriculum expectations.
- We take advice from Hertfordshire Maths and English Specialist Advisory Teams to ensure effective curriculum delivery whilst remote learning.
- A Google classroom for each year group is set up to provide pupils with access to high quality remote education resources.
- Audio and video recordings are prepared in-house by Class Teachers to ensure that provision is inclusive and tailor made to the needs of children at St Mary's.
- Some adaptations are required in some subjects, for example, where specific resources are needed in a Science lesson.
- Learning intentions and daily activities are shared in a morning Zoom session and feedback and examples of learning are shared in an afternoon Zoom meeting.
- Work uploaded weekly by each pupil is given individual feedback from the class teacher.

## Remote teaching and study time each day

### How long can I expect work set by the school to take my child each day?

A weekly timetable is uploaded to Google Classroom for each year group. This sets out a routine with English and Maths in the morning and in the afternoon, one lesson from the following: RE, Science, History/Geography, PE, P.S.H.C.E. and Art.

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

#### [Government minimum requirements](#)

EYFS	<p>The weekly planning overview is available from Monday on google Classroom. There are four activities for each day; phonics and handwriting, Literacy, Maths and an additional activity from the wider curriculum. Each week our activities are based on a key story text and are cross curricular in their approach. We aim for activities to be play based, engaging and practical. All activities can be completed with or without internet and computer access.</p> <p><b><u>Phonics and handwriting</u></b></p> <p>A phonics video is provided each day teaching key aspects of the activity that day.</p> <p>We follow the Letters and Sounds curriculum and use Read, Write Inc letter cards. We also supplement with the Jolly Phonics songs.</p> <p><b><u>Literacy</u></b></p> <p>Activities are planned to support the children to develop their comprehension, reading and writing skills. Videos are supplied where necessary e.g. reading the story of the week.</p> <p><b><u>Maths</u></b></p>
------	--

	<p>Maths activities support the development of a key concept each week e.g. capacity or regrouping. Videos are provided to support children's understanding of the concept.</p> <p><b><u>Cross curricular activities</u></b></p> <p>A topic activity is provided each day and the activities are linked, where possible, to our key story. Children complete activities linked to PSED, Understanding the World, Expressive Art and Design and Physical.</p> <p>Children are invited to a zoom morning meeting and a story time session at the end of the day.</p>
<p>Key Stage 1</p> <p><i>It is likely that some children may find sustained focus a challenge, so a parent/carer can adapt times as suitable.</i></p>	<p>Maths/English: 1 hour each</p> <p>Maths Fluency: 10 minutes</p> <p>Phonics: 10 minutes</p> <p>Reading: 20 minutes</p> <p>Afternoon Lesson: 1 hour</p>
<p>Key Stage 2</p> <p><i>In Upper Key Stage 2, the expectation for time spent on work is higher, but this may differ for individual pupils.</i></p>	<p>Maths/English: 1 hour each</p> <p>Maths Fluency: 10/15 minutes</p> <p>Spelling: 10/15 minutes</p> <p>Reading: 20/30 minutes</p> <p>Afternoon Lesson: 1 hour</p>

If there are any concerns regarding the time spent on work, a conversation with the Class Teacher is strongly encouraged.

## Accessing remote education

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

- Lessons are uploaded to each year group Google Classroom daily, with all relevant resources, links to websites and differentiated activities.
- Each child has access to their own year group Google Classroom. This is an

effective platform for delivery of remote learning facilities as children are familiar with Google Classroom from weekly ICT lessons using Chromebooks.

## **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:

The school office prepared and maintains information relating to technology resources available to our children at home. Parents are contacted via email and telephone as needed to assess ongoing needs to borrow a school laptop.

Pupil laptops have been prepared by our IT support providers to enable children to use them at home following eSafety protocols.

Laptops borrowed from school are logged against their serial number and the child using it and signed for by a parent. The log is kept in the school office.

Mobile Data has been claimed for and has been distributed to families needing it.

Printed materials are not required.

The school office liaises closely with parents and class teachers. Presently, the majority of families are able to upload work to GC. Two families take a photo of work and email that through to the class teacher via the school office.

Should a family be unable to access online devices, hard copy work would be requested on a weekly basis.

## **How will my child be taught remotely?**

Our aim is to ensure that all pupils receive the same high quality provision of education, whether they are in school or remote learning at home.

- Pupils will access daily lessons on Google Classroom.
- Each subject will have an audio or video lesson. On this, the class teacher will introduce the learning intention, recap and/or teach new concepts and then explain the activity for the lesson.
- In addition, the slides, scaffolding materials and answer sheets (where appropriate) are uploaded to support the lesson and allow pupils to go through documents again at their own pace. Key Stage two pupils are encouraged to mark their own work as they would in class.
- Any questions regarding lessons can be posted on Google Classroom for the teacher to respond to.

- Pupils will complete work on paper or a word processor.
- All lessons can be completed without the need to print off documents, but these files are attached for those that wish too.
- P.E. will be delivered by subject specialists and all other subjects by the class teacher.
- Twice daily zoom meetings may also be used to support learning. For example, this may be to explain misconceptions, test spellings or share work.
- Pupils will upload work weekly for the class teacher to give written feedback, identifying strengths and an area for development.

- A weekly timetable is uploaded to the year group Google Classroom. Morning lessons are English and Maths, and include Phonics, spelling and Maths Fluency sessions. Afternoon session will be one lesson from the following subject areas: RE, Science, History or Geography, PE and Art.
- Daily whole class zoom sessions are led by the Class Teacher: there is a morning zoom to start the day and an afternoon session to end the day. This provides an opportunity for the Teacher to discuss learning, deal with any arising issues and share general information. It also supports the emotional well being of each child by enhancing the sense of community.
- Teachers prepare daily lessons which are uploaded to the year group Google Classroom in the form of a slide presentation eg using Google Slides or MS Powerpoint.
- Each lesson includes an audio recording made by the Class Teacher using Screencastify. This also allows teachers, where relevant, to include recorded examples of live modelling eg using Jamboard.
- Lessons include questions with opportunities for the children to pause the recording and take part interactively with the learning process.
- Activities are differentiated to ensure that lessons are inclusive.
- Individualised provision is made for SEND pupils in liaison with the SENCo and Deputy SENCo. Parents are regularly communicated with and closely involved in this process.
- It is not expected that printing facilities are available to our families, so teachers will provide activities which avoid the need to print at home eg interactive online resources. However, it is expected that children will have access to paper and pen/pencil.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

## 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 order to successfully access remote learning, we would ask you to:

- Find an area for your child to work each day.
- Set a daily routine following the class timetable where possible.
- Support them to attend the twice daily zoom meetings.
- Support them to access Google Classroom.
- Encourage them to follow lessons and complete activities to the best of their ability.
- Upload work weekly to Google Classroom.

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

We will monitor pupils' engagement with remote education in the following ways:

- Record attendance of daily zoom meetings.
- Monitor the work shared during zoom meetings.
- Monitor upload of weekly work.

The school will contact families at the beginning of the following week if any concerns have been raised over pupil engagement.

### 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:

Children are assigned by their Teacher to upload a piece of work each Friday. The Teacher will provide personal and focused feedback.

Daily zoom meetings allow pupils to share and receive feedback on activities they have completed over the course of the week.

Quizzes and games can be used to test and consolidate knowledge.

## **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:

With families, we decide whether pupils are best placed to work at home or in school.

Differentiated lessons are posted on Google Classroom. These could be assigned to groups of children or individuals as appropriate, taking account of EHCP, passport or other targets.

Where possible interventions will continue remotely using school staff and/or outside agencies.

Catch up zoom meetings between support staff and children will ensure regular contact and support.

In Reception, weekly phone calls and story-telling sessions will support learning.

- 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?**

When school is open and a child is required to self-isolate, each year group has prepared contingency planning which will 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. The work will be provided via Google Classroom.