

## **Remote Education Audit:**

### **Information for Parents**

This information is intended to provide clarity and transparency to parents and pupils 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 children are self-isolating, please see the final section of this form.

#### **The remote curriculum: what is taught to pupils at home**

The first day or two of remote provision might look different from our standard approach to remote education, while we take all necessary actions to prepare for a longer period of remote delivery.

#### **Q1. What should my child expect from immediate remote provision in the first day or two of pupils being sent home?**

Children are able to transfer immediately to remote learning through Google Classroom. All children have had training in school on how to use Google Classroom and regularly access it as part of daily teaching and learning. Teachers will set appropriate work for their classes via the Classroom; this will include live lessons, pre recorded lessons and appropriate resources to ensure that learning continues in line with the scheme of learning.

We will also provide year group specific work booklets where requested. These will contain activities linked to priority learning objectives for the year group (e.g. multiplication tables). These can be used to supplement online learning as well as providing an appropriate short term alternative where the child does not have immediate access to IT.

#### **Q2. Following the first few days of immediate provision, will my child be taught broadly the same curriculum remotely as they would if they were in school?**

We teach the same curriculum remotely as we do in school wherever possible and appropriate. We will deliver a combination of live lessons and provide children with links and resources to work independently. There may be some subjects such as art and design & technology that rely on access to specific resources and equipment that children do not have access to at home. In these cases, alternative work will be designed that is linked closely to our curriculum but for some foundation subjects (art, geography, history, etc) the class teacher will make a decision on the relevance of the content and what fits best with what has been taught in class.

The academy has fully mapped its curriculum to the resources provided by the Oak National Academy. In some instances, your child will be provided with video lessons from this resource to complement the involvement of their teacher.

### **Remote teaching and study time each day**

#### **Q3. How long can I expect work set by the school to take my child each day?**

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

Key stage 1 children	A minimum of 3 hours of learning per day with additional links and ideas for further activity.
Key Stage 2 children	A minimum of 4 hours of learning per day with additional links and ideas for further activity.

### **Accessing remote education**

#### **Q4. How will my child access any online remote education you are providing?**

We will use Google Classroom to teach your children remotely. All children have had training in school on how to use Google Classroom and regularly access it as part of daily teaching and learning. All children have a username and password (which is printed on the inside of their planner and can be requested from the school office should your child not have their planner).

You can watch this video for a guide as to how to use Google classroom:

<https://drive.google.com/file/d/loAUhgUs7YPD4ay0-QQatyvgoJVyFOeMN/view>

#### **Q5. How will my child be taught remotely?**

- We use a combination of the following approaches to deliver remote education:

Live teaching will be used wherever this is practicable to do so. Children will either follow their normal timetable of lessons or a bespoke timetable will be produced for the time they are absent due to Covid

Where it is not possible to follow a live timetable (e.g. when only a small number of the class are isolating), a bespoke timetable of recorded sessions/links will be provided.

There will be lie 'touch points' throughout the day where those isolating will be able to join the rest of the class for registration, assembly and class story time.

Recorded lessons where the teacher has pre-recorded the lesson for their class and posted this in their Google Classroom, this could include material from other providers such as the Oak National Academy or subject specific YouTube clips that are embedded in the content

Additional work is set by the teacher via Google Classroom which may include revision and quizzes to consolidate learning.

**Q6. 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. The academy's Vice Principal has been allocated to the role of Virtual Principal and will work with all families to ensure that digital or online access is not a barrier to remote learning. The Virtual Principal will be the first point of contact for all families who are affected by isolation. They will be able to discuss with you how best to provide for your child. This will include providing you with paper copies of material until an appropriate IT solution can be found. Arrangements for distributing and collecting paper based material will be discussed with you this may include a delivery made by school or an allocated pick up point in conjunction with community based partners (e.g. local supermarket)

The school has already collected data on student access to technology in the home and processes are in place to support these students. Laptops will be available for these students to loan during the period of absence due to Covid

A clear protocol has been developed for the loaning of technology to support remote learning

**Engagement and feedback**

**Q7. What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

All children are expected to engage with remote learning and those not engaging will be followed up by their teachers to identify any barriers & to establish what further support is required.

Parents/carers are able to sign up to Guardian Share which means that they will receive an overview of the work that has been set for their child on Google Classroom

**Parent/Carer Guide to Online Lessons**

## Staff Protocols for Online Lessons

### Student Guide for Live Lessons

#### **Q8. How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

Throughout the isolation period, the academy will remain in contact with parents through scheduled phone calls. The frequency of these calls will be determined by the academy. These calls will check on welfare issues as well as engagement in remote education.

Each day, A register will be taken by the teacher for all live lessons and absentees will be followed up regarding their non attendance.

Parents will be informed via text regarding lack of engagement with remote learning. There is an expectation that parents/carers support their child in ensuring that they engage with the work as outlined in the strategy overview document.

#### **Q9. 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:

- This will take a variety of formats depending on the way the lesson is delivered:
- Live lessons enable the teacher to obtain feedback from children in the same way they would in the physical classroom
- Feedback via Google Classroom will be given to children regarding their progress and areas for development.
- Google Forms are used frequently to quiz children to check for understanding.
- Students will receive feedback via Google Classroom on the work they have submitted. This feedback will be in line with the school policy which means that the student will receive regular feedback from teachers in school. There will be formal feedback at least once per week.

### **Additional support for pupils with particular needs**

#### **Q10. How will you work with me to support my child who needs additional support from adults at home to access remote education?**

We recognise that some pupils, for example some pupils with SEND, may not be able to access remote education without support from adults at home. We will work with parents and carers to support those pupils in the following ways:

- As the class teacher will set work for the children in their class they will be aware of the range of individual needs. Work will therefore be set with this in mind and there should be no barrier to access.
- Work will also contribute to children's individualised programmes of study, support and intervention. Your child may be able to access some small live group work which can be linked directly to their additional needs.
- Children with SEND are allocated a key worker who will provide the link between home and school. Regular dialogue will occur to ensure that SEND children are able to access the work and if appropriate they will be given additional remote support from support staff who they are familiar with. It may also be appropriate for specialist equipment eg radio mics to be loaned to the family during the period of absence to support remote learning.
  
- Children in Early Years will be provided with a programme of daily learning that can take place in the home. Some of this will be based on the child independently accessing the session (e.g live phonics sessions; group check ins; whole class story and assembly time) whilst some activities will require adult support e.g. craft activities. We will ensure that a balance is provided to support families' different home contexts.

### **Remote provision for self-isolating pupils**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote provision is likely to differ from the approach for whole groups set out above. This is due to the challenges of teaching both pupils at home and in school.

### **Q11. If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

High quality learning will be set via the Google Classroom that is in line with the work that would be being covered in the lessons. We have also mapped our curriculum fully to the Oak National Curriculum and your child will be provided with access to this via our 'Learning at Home' website.