

Ernesford Grange Primary School

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 this section, please describe briefly what remote education provision you will make available immediately. This may include, for example, sending pupils home with workbooks to complete independently in the first instance.

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, (please give examples of the kinds of changes you make to the planned curriculum when teaching remotely)

The maths and English curriculum that is taught remotely is the same content as what would have been taught at school.

More practical subjects such as PE, art and music have had to significantly be adapted for obvious reasons. However, we are providing a balanced curriculum and we use staff specialist subject expertise where we can. These subjects are taught through video demonstrations regular challenges (daily challenges for PE).

Other subjects such as Geography and History are taught through uploaded tasks, challenges, pre-recorded lessons, or uploaded instructions through Google Classroom.

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:

Key Stage 1	2 – 3 hours a day
Key Stage 2	3 – 4 hours each day

Accessing remote education

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

Please share the names of the online tools or digital platforms that you are using, either for delivery or for assessment.

Google Classroom and Zoom.

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

Any children who have not accepted the invitation to Google Classroom have been contacted by the inclusion team as have our most vulnerable pupils. We have contacted families directly and loaned out the devices we have available to us. We are still waiting for additional devices from the DfE

- 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.

Again, we have contacted parents directly and issued SIM cards, we are currently trying to acquire 4G routers for families without wi-fi.

- how pupils can access any printed materials needed if they do not have online access

Paper packs of work are available by request and are collected from the school office or delivered to houses.

- how pupils can submit work to their teachers if they do not have online access

Paper packs of work can be returned to school. However, the vast majority of pupils at this school have access to online learning.

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)
- recorded teaching (e.g. Oak National Academy lessons, 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 are expected to avoid an over-reliance on these approaches)
- Pre-recorded lessons made by the teachers

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:

- expectations for pupils' engagement with remote education
We are trying very hard to communicate with parents to make them understand that the remote learning is not optional. Any children not engaging are monitored and contacted by phone the inclusion team.
- expectations of parental support, for example, setting routines to support your child's education
We send out weekly timetables to parents outlining the expectations for the week. Regular Zoom meetings and wellbeing checks give details to parents and children outline the expectations for each day. Regular contact is made with parents via email and telephone calls from the SLT and Inclusion Team.

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:

- how, and how often, you will check pupils' engagement with remote education
Teachers check daily and send lists of children who are not engaging at least twice a week.
- what action you take where engagement is a concern, including how you will inform parents and carers
Phone calls to ascertain why they are not engaging and then help is offered if necessary.

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:

- the methods you will use to assess and feed back on pupils' work
Written feedback through Google Classroom and verbal feedback if necessary through the Zoom meetings (depending on the age of the children).
- how often pupils will receive feedback on their work
Pupils receive written feedback daily.

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

The SENDCo and class teachers conduct regular one-to-one live and pre-recorded lessons. Additional packs of work are provided for these children. Additional resources and apparatus have been supplied to families to help support their learning. There are two separate classrooms set up on Google Classroom for children with SEN, within these classrooms there are resources and relevant links to websites that support their learning.

Any relevant training provided nationally or by the local authority is shared with parents via email.

Referrals to external agencies are continuing and parents can access the relevant professionals remotely.

- 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

We use the same platform but adapt the tasks, so they are age appropriate. We use live lessons and pre-recorded lesson in the same as the rest of the school. Paper packs and age-appropriate activities and guidance are available on request and can be collected from the office.

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?

In this section, please set out briefly the main differences between the approaches you have described in the rest of this template and those you will take to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in several different subjects, including providing feedback.

The same approach outlined above is used through Google Classroom.