

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.



‘To provide excellence for all within a happy, safe, and stimulating learning environment’

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?

Children will have a paper work pack to complete. This will need to be returned to school to be assessed. Work will be in line with the curriculum taught in class.

Work will be on the class page of the remote learning tab. Teachers will communicate tasks using Class Dojo. Links or instructions will be posted daily.

Children who have additional needs or SEND, will be supported by the SEND lead and work will be provided to suit and meet the needs of the child. This may be in the form of practical and physical resources.

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, in the case of Maths we refer to White Rose documents and resources e.g. tens frames) You may not have these physical resources at home – please watch the video content and adapt to fit what you do have in! This may also apply to other subjects that require practical resources, like Science, art and technology)

A recorded lesson may be substituted for live learning; some curriculum subjects will be taught using our own resources and others may be accessed through other remote platforms such as the Oak National Academy and White Rose Maths. Links to these resources will be clearly identified on the website.

We will endeavour to provide any practical or physical resources that the children may need in order to access the learning.

The work provided will cover Maths, English and the wider curriculum topics: eg: ICT, PSHE and Topic.

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:

Early Years Foundation Stage Nursery and Reception	Up to 3 hours of learning activities per day
Key Stage 1 (YR 1 and 2)	3 hours of learning activities per day
Key Stage 2 (YR 3,4,5 and 6)	4 hours of learning activities per day

Accessing remote education

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

We will be sharing our remote learning through Class Dojo. There will be a need for the children to be able to access their individual pages and portfolios to access and submit completed work.

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:

- If you require a laptop or internet access, then please contact the school office at admin@snapewood.nottingham.sch.uk and we will loan you the devices that will meet your needs.
- For pupils without sufficient devices at home they can apply to the school to lend them a laptop, tablet or ipad. Parents will be required to complete a loan agreement with the school and will be responsible for the security of the device whilst it is being borrowed. The school has also accessed some free data SIM cards
- Printed learning packs will be produced with relevant work and equipment where required. Details of how to collect this will be shared with you. For more information on this, see your child's Dojo page. This work should be completed and returned to school after the period of isolation or lockdown has been completed.
- All work should be completed in the COVID exercise books for Maths, English and Curriculum. These must be brought into school (or if requiring more books) for assessing.
- Children can submit work by delivering it to school or handing it over for collection when the next packs is delivered. Parents can also photograph work and message on Class Dojo or email it to school class email.

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 (Oak National Academy lessons, White Rose Maths)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Reading – reading online sites signposted. School subscription to Collins e books)
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences – TTRS for learning times tables.
- Letters and Sounds website for KS1 and Early Years phonics – recorded videos of all the phonic phases.
- 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)

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:

- It is our expectation that all pupils access remote learning. We would ask parents to support their children to access teaching wherever possible.
- Pupils are expected to engage with the online learning every day. They should complete the tasks set and upload them to their Dojo portfolio on the same day.
- If children are not able to access live sessions, they can access the online recorded sessions (letters and sound, Oak Academy, White Rose and TTRS)
- They need to check in to their Dojo pages at the start of each session for links and messages
- Pupils should not spend all day on their computers and instead engage with learning activities away from the screen before uploading images of their work onto their portfolio
- At SWPS, it is not acceptable for children not to access learning.

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

- We will check engagement with our online working daily. For more vulnerable pupils, or where there is a concern, school will contact parents or carers directly – either through a Dojo message, email or telephone call.
- School will check the remote learning register daily and contact those that are not engaging with learning either by phone or home visit. Messages will be sent or received through the Class Dojo.
- We will take a register for each on line session so that we are aware of who is accessing the live sessions. We will also check daily the work that children upload onto Class Dojo.
- If we cannot see the evidence that children are accessing the learning, we will call you to see what further support we are able to give. We will consider this engagement on a daily basis. This is so that we have early intervention and provide swift support.

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:

- Feedback is given live during the remote learning lesson on ZOOM, using the chat function as well as verbal feedback. Children will respond using their pink pens.
- Children will upload their independent work on Class Dojo and teachers will respond and acknowledge the work.
- Once the work has been completed and uploaded the teachers will respond to it and offer limited feedback. This may take the form of individual comments or whole class feedback. This will be provided on either the Class Story or the individual portfolio page.

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:

- We will provide differentiated work in order to meet the needs of all pupils with SEND.
- We will consider which resources we are able to distribute to individuals in order to support SEND children in effectively learning at home.
- During lockdown, we will offer in school provision for pupils with an EHCP or significant SEND. This support will be provided either from the class teacher, small group work with a teaching assistant or 1:1
- We will work with the families of children who need support and it is important for the parents, carers or pupils to let us know that they need help. Once this has been established, we will work together to provide the appropriate level of individual support to the pupils or the family
- SEND lead will provide welfare calls and support
- SEND section on the remote learning page on the website
- Class teacher and additional adult support either phone call, provide paper or physical resources – including doorstep visit.

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?

If we return to face-to-face teaching and some pupils are forced to self-isolate, we will provide work pack which aligns to the curriculum being taught in school. In this way we will aim to ensure that gaps in knowledge are minimised.

Children will also be signposted to the website – remote learning tab to access recorded lessons – Oak Academy, Letters and Sounds and White Rose

The work will be assessed and feedback will be offered in the form of a response on the portfolio or a message through Class Dojo.

The work will be in line with the rest of the well-balanced curriculum that is being taught to the rest of the class

SEND children will be provided with welfare calls and doorstep visits with practical and physical resources to meet their needs. The SEND lead will facilitate the provision.

At SWPS, all learners should access learning, regardless of their need. Every child matters.