

## **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).

## 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?

Pupils have access to google classroom as a platform and can begin accessing their work from there

### 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, the practical nature of some subjects is not always practical

### 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	
Key Stage 2	

Key Stage 3 and 4	Pupils at SHOM will have work for each of their timetabled lessons each day
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## Accessing remote education

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

SHOM is using google classroom

### 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:

Parents can contact the school re the Covid links on the website if they have any internet issues

Pupils can come into school if needed if they cannot access their remote education at home

Data cards are distributed to pupils

On the daily register pupils can highlight if they have an internet issue

### 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.

Some examples of remote teaching approaches:

live teaching (online lessons)

recorded teaching via loom/video lessons

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

Google classroom is the main platform for teaching pupils

## **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 are that they log in each day and partake in the lessons (unless they inform us that they are ill)

expectations of parental support are that parents check on their child work and contact the school if there are any issues

### **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:

As a school we will check pupils' engagement with remote education on a daily basis as pupils are to register each day and log on to their google classroom

Parents will be contacted if there are concerns via schoolcomms or a phonecall from the teacher, Subject Leader or Head of Year. If we have ongoing concerns and cannot reach a parent, a door step visit may be undertaken to check on the welfare of the child

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

In this section, please set out briefly:

Feedback via on line quizzes

Pupils will receive regular feedback on their work via comments in google classroom/verbal comments on Mote

Verbal feedback in lessons

## **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:

Remote education for pupils with SEND is delivered via the in school offer and also that LSA continue to support pupils remotely via joining their google meets etc. One to one support lessons still continue

## **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 some pupils are at home and the rest are at school, staff have been dual teaching, enabling pupils to dial in to lessons and gain the same diet of lessons as those in school