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**Remote Education: Information for Parents**

This information is intended to help pupils and parents or carers understand what to expect from remote education if pupils are required to remain at home for reasons related to Covid-19.

## 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?

The statements below might be helpful as a starting point – and to expand upon. Please add any details as needed (and/or delete any information that does not apply).

* We teach the same curriculum remotely as we do in school (provide details of what this looks like in practice); or
* 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)

## 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:

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| Number of hours | Include the number of hours here.  *Note that there is* ***a minimum legal requirement of 3 hours per day for primary aged pupils.*** |
| Breakdown of hours | Give a high level overview – how might the hours be spent?  This might be broken down for different key stages for convenience. |

## Accessing remote education

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

If you are using online tools or digital platforms, either for delivery or for assessment, please share the names of these resources.

For many schools – this will include information about accessing and using Microsoft Teams.

Link here to any guidance documents for Microsoft Teams (these are available for schools to adapt on REAchIn). Parent Guidance (both documents and videos) are also available on REAchIn – so schools may wish to include these on the website and link to these.

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### 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
* 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
* how pupils can access any printed materials needed if they do not have online access
* how pupils can submit work to their teachers if they do not have online access

### 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), including use of Microsoft Teams
* recorded teaching (e.g. Recorded Lessons, Use of Microsoft Sway, 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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res), 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:

* expectations for pupils’ engagement with remote education
* expectations of parental support, for example, setting routines to support your child’s education

### 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
* what action you take where engagement is a concern, including how you will inform parents and carers

### 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
* how often pupils will receive feedback on their work

## 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
* Consider including here how you will use ‘accessibility tools’ of your online platform (note: full training is available as part of the ‘Remote Learning’ training on how to use the ‘accessibility tools’ of Mircorsoft Teams) – this may help schools, including SENDCos, to become familiar with this.
* 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?

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 a number of different subjects, including providing feedback.

**Further Information**

Include here any further information you want to include that might be useful to parents. This might include links to where parents can find out further information (such as guides on using Microsoft Teams).