# 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](https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice) and [school-led webinars](https://www.gov.uk/guidance/remote-education-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 if 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?

Students in Years 7-9 are expected to continue to learn from their knowledge organiser during all periods of remote education whilst Year 10-11 students should work through revision guides.

Students in Keys

### 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?

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, physical education may at times focus more on fitness than specific sports, and art and food technology lessons may spend more time building knowledge rather than developing practical skills. However, in PE students will work on individual fitness plans and activity challenges, and in Art and food on individual skills as well,

## 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:

|  |  |
| --- | --- |
| Secondary school-aged pupils not working towards formal qualifications this year | There should be five hours of remote education per day offered by the school. This is not the same as five hours of remote teaching. Online live lessons will take place at the same time as students’ published timetable. |
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## Accessing remote education

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

Cedar Mount Academy uses Microsoft Teams (via [Microsoft Office](https://www.office.com/?auth=2&home=1)) for online remote education

### 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:

The school has been issued with a limited number of laptop devices and internet dongles and contact has been made with families we have identified that may need additional technology through our digital audit. Should you feel you need a laptop or broadband device please make contact with your child’s progress leader.

**All** students in years 7 to 9 will be sent by post a knowledge organiser and exercise book to support online and offline learning. Students who have no online access will be sent subject specific workbooks (with answers) to support learning.

**All** students in years 10 and 11 will have revision guides and will receive an exercise book to support online and offline learning. Students who have no online access will be sent subject specific workbooks (with answers) to support learning.

### How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

The school will use a range of approaches for remote learning

* Live online streamed lesson for timetabled classes via Microsoft Teams will be the preferred method of remote learning and the majority of learning will take this form
* Setting additional work via Teams through recorded learning. This will included self-made video lessons or links to other recorded lessons through Oak Academy or BBC Bitesize
* Setting online assignments via Teams for students to complete based on recorded or live teaching or additional material given to students (via the Files section of Teams)
* Sending physical work home for students: learning and memorising the Knowledge Organiser. Additional activities sent home to build on knowledge organisers (KS3) or revision guides (KS4)
* Reading of school reading books

## 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?

To support your child’s education we ask parents and carers to do the following

* Ensure your child works to the same hours as usual. Give them a clear routine, including a regular time to wake up and go to bed, breakfast and lunch, and time away from screens and books to unwind. Ensure they show you their school timetable and use the EduLink app to support this. Give them as quiet a place to work as you can.
* You should **not** need to help your child with work, but ask them questions about what they are learning and ask them to explain the work they are doing.

### 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:

* All students and families will receive at least one welfare call over the half term with the majority receiving more phone contact.
* Online engagement will be monitored by class teachers and reported to progress leaders on a lesson by lesson, or activity by activity basis using Microsoft Teams.
* We will keep in regular contact with families, especially where engagement is a concern, to ascertain the reason behind the lack of engagement. Students where online access is a particular issue for engagement will be invited into school

### 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 and assessment will be done via a range of methods

* Individual and group questioning during all live lessons
* The use of self-marking tests on Microsoft Teams
* Assignments set on Microsoft Teams
* Assignments and tests will take place on a regular basis (based on timetables) in all subjects
* Students without online access will be expected to use answers books to check and mark work and bring it back to school on a regular basis

## 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:

For those students with SEND the SENCO and SEND team will keep in specific contact and give support through the following ways

* Targeted SEND students have been sent a workbook to support their learning and progress
* Teaching assistant, the SENCO and assistant SENCO will make regular phone contact with the families of pupils with SEND to support engagement and progress
* Teaching assistants will attend live online lessons to support pupils with SEND, making use of breakout room where approaite.
* Students with SEND may be given the opportunity to work in school if appropriate

## 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 a class bubble is self-isolating, the approach in this guide is the same. For individual pupils who are self-isolating, individual work form knowledge organisers and revision guides will be set as appropriate.