



# Providing remote education Information for parents

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## 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?**

For students in primary phase learning will be delivered via a daily live check in and a programme of work on MS Teams.

For students in secondary phase all lessons will be delivered remotely following the existing timetable.

#### **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?**

- In primary phase the remote curriculum will be closely matched to the planned curriculum delivered in school. Adaptations will be made to some subjects such as the arts, PE and PSHE.
- In secondary phase 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, drama and PE because as practical subjects, online delivery is not realistic.

### 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:

EYFS	2-3 hours per day
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Key Stage 1	3 hours per day
Key Stage 2	4 hours per day
Key Stage 3 and 4	5 hours per day

## Accessing remote education

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

All primary remote education will be delivered via MS Teams

All secondary remote education will be delivered via MS Teams

### **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:

We will provide laptops for loan to any student who does not have access to one during the period of any lockdown. Parents have been sent a link to MS Forms via school comms to request this. Parents can contact the school at [pastoral@ccs.northants.sch.uk](mailto:pastoral@ccs.northants.sch.uk). Students in receipt of Pupil Premium funding who do not have access to the internet have been provided with dongles. Where there is no access to the internet at home please contact the school at [llteam@ccs.northants.sch.uk](mailto:llteam@ccs.northants.sch.uk).

## How will my child be taught remotely?

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

In primary phase teaching will be:

- Daily timetable of lessons which is closely matched the school curriculum. Emphasis is placed on English and mathematics for all year groups. Adaptations will be made to some subjects such as the arts, PE and PSHE.
- At least one daily 'live lesson' taught by a year group/class teacher, appropriate to the age phase.
- Daily video/audio lesson recordings made by the teacher or provided by Oak National Academy/BBC Bitesize.
- Access to school, individual online sites such as Bug Club, Education City, TT Rockstars and MyMaths / Ten Town, to support regular retrieval and practice.
- Independent curriculum tasks - these may also be video links to national education sources or a separate, practical task to complete at home such as cooking or model making.

In secondary phase the majority of teaching will be:

- Live teaching (online lessons following the full timetable)

Use may also be made on a limited basis of:

- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- 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

## 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 primary phase the expectation is that as far as possible all children will participate in the live daily check-in meetings. We expect Foundation Stage and KS1 parents to be present with their child during live meetings and lessons and to make sure that their child is prepared for session. We expected all parents to make every effort to support their child's engagement in remote learning and to provide appropriate supervision for children working independently in live and independent learning sessions. We ask that parents provide a suitable working space for their child to work and to ensure that students and any adults present in the home are behaving appropriately during live, online meetings and lessons.

In secondary phase the expectation is that all students will follow their normal timetable if students do not attend live lessons, we expect parents to notify the school of absence as usual. We expect parents to support the school's delivery of live lessons by ensuring that their child is ready to learn when live lessons commence, remains engaged with their learning during the day and behaves in an appropriate manner during the live lessons.

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

In primary phase:

- All students are required to attend the live daily check-in and registration meetings in the morning and again in the afternoon. Attendance is monitored and followed up with parents as required by members of the year group team and the necessary support/action put in place.
- Attendance in live lessons is also monitored and followed up with parents if students absent or struggling to engage, as above.

In secondary phase:

- we will check on attendance at live lessons by students 5 times per day.
- If students are absent from live lessons, we will contact parents as soon as possible to urge attendance. Parents will be informed of concerns with engagement by progress leaders who analyse engagement and work completion data on a weekly basis.

### **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 primary phase (please set out briefly):

- we will assess student learning through regular verbal feedback during live meetings and lessons. Informal assessment methods such as questioning and use of low stakes quizzes (MS Forms, Kahoot etc) as well as self and peer assessment.
- We have adapted our school feedback and marking policy to provide more detailed feedback for one assignment submission in English, maths and the wider curriculum on weekly basis.

In secondary phase:

- we will assess student learning through informal assessment methods such as questioning and use of low stakes quizzes (MS Forms, Kahoot etc) as well as peer and self-assessment.
- we follow the school marking policy with students receiving regular verbal feedback on their learning from teachers as well as a detailed piece of written feedback per subject one every 6 weeks.

## 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:

- From reception to post 16 all students work on MS Teams. SEND students are fully support just as they would be if they were in school. The LSA or TA that usually supports them is online with the student all day. Extra literacy and numeracy lessons have continued alongside 1:1 programme work.
- All students with EHCP receive a weekly phone call from an inclusion leader so close links are maintained. All staff are available on Teams throughout the working day.
- We have introduced padlet in the primary phase to support students with SEND difficulties and this package is updated twice a week to allow all students to be successful.

## 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 primary phase isolating students will be set the same work that their class/year group are following in school. Work will be available via MS Teams or in a printed pack depending on individual student/family needs. Well-being checks/calls will be made by staff to all students/families who are required to self-isolate.

In secondary phase isolating students will be set work on the same topics as those being covered in class via Teams. Where teacher confidence and facilitating technology exists students will be able to join the lesson remotely.