



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.

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?

Whether the entire school is remote learning or just a specific bubble, the school aims to ensure that their full curriculum provision is continued as closely as possible to that which they would receive at school. Following the announcement of remote learning, parents will be directed to access work for the children either via Google Classrooms (KS2) or the class pages on the website (KS1 and EYFS). Training videos and resources were sent out during the Autumn term and are accessible on the school website to assist the smooth transition to remote learning at home.

We would aim to provide English and Maths activities from the first days supplemented by foundation and especially relationships and health education to help children process the different context they find themselves in.

From the first day at home, the class teacher will hold a morning and afternoon check in session with the children via zoom.

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 curriculum taught via remote learning mirrors that which they would be provided with at school. There are some activities that may be altered or changed entirely because of the different context of the learning but they will broadly cover the same objectives and areas of study. In the event of a short term bubble closure, the class teachers may choose to teach units from a different part of the forthcoming year that fit the home learning context better than those scheduled. The children attending school through the provision for key worker and vulnerable children will be taught the same curriculum as those at home. This enables a smooth transition for those children that attend school part time and access remote learning on other days. This approach should also ensure that the children are at roughly the same point in their learning journey and will have covered the same aspects, allowing us to ascertain areas that may need revision etc. when the whole cohort returns to school.

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:

Nursery & Reception	Please see home learning plans
Key Stage 1	Please see home learning plans for Year 1 and 2
Key Stage 2	Please see home learning plans for Year 3 -6

Parents/carers should note that this does not mean children should spend this amount of time working on a device. Some children may work faster than others. Teacher will provide an indication regarding how long an activity should take.

Accessing remote education

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

There is a variety of communication methods employed to ensure that parents and carers have all the information and support that we can reasonably offer. The primary communication with parents and carers for key information is via parentmail.

To access the remote learning the children use the following sources:

Early Years – the class page on the website and Tapestry.

KS1 – the class pages on the website and JiT

KS2 - Google classroom

There is a remote learning timetable published on the website for every year group to help parents plan and organise their days. These are generally rough guides, however, and we recognise that, especially in households with several children and or younger children, school work may be structured very differently.

There are sessions every week that occur live and require children to be on a zoom call. Every class has 'catch up' video calls at the beginning and end of the traditional school day. These sessions are also used to introduce the day's activities, recap on and review yesterday's work and address any issues or concerns. Classes, particularly further up the school, also hold a number of live teaching lessons where the children can interact with their teacher (either separate sessions or carrying on from the morning zoom). These sessions are then available for children who were unable to join live in a recorded format. There are further, small group sessions held every week to help the teacher's monitor and support the progress and understanding of the children, address any misconceptions and maintain positive relationships.

The school has arranged for laptops to be loaned to children who do not have the technological provision at home to access the remote online learning.

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 the Autumn term, the school conducted a thorough survey to ascertain who would need to gain access to appropriate devices to allow their children to learn remotely in the case of a lockdown / bubble closure. This then allowed us to quickly provide these resources to those in need of them. We continue to monitor this situation and provide assistance to families that have issues with the use of technology (hardware, internet access, training, support etc). We are providing paper copies of the work set by class teachers where required. These paper copies must be collected from school.

Parents/Carers should email head@ststephensce.lbhf.sch.uk if you have any difficulties accessing work or require support.

How will my child be taught remotely?

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

At St Stephen's we are committed to providing high quality, engaging learning via our remote curriculum. Teaching and learning comprises of a number of strains which include:

- Morning and afternoon catch ups - Q&A and connection sessions where children can interact with one another and their teacher; discuss the work they will be doing or have completed the previous day; respond to the teacher's questions and discussion points and share news or work they are especially proud of.
- Pre-recorded video presentations – Video of the teacher explaining a task to the children, often using a shared screen so the children can see both the teacher and the presentation. The teacher includes questions and tasks within the video as well as explaining the task they want the children to complete. The nature of a pre-recorded video allows parents and carers to access it at a time that fits in to their schedule, which is particularly crucial for younger children who are unable to access the learning platforms without assistance.
- Live teaching sessions - Usually via Zoom, the teacher presents the learning to the children live, sharing the screen and going through the learning and the task/s to be completed. Children have the opportunity to interact with the teacher and answer and ask questions, as and when appropriate / requested. These live teaching sessions are then available for a short time for children who were unable to be in the session.
- Live small group sessions – usually via zoom (either after another session or a separate meeting). These small sessions have no more than 10 children and allow a greater level of teacher / child interaction with more specifically focused learning. They can take the form of guided/ shared reading; trouble shooting; a shared piece of work or discussion; a workshop on an objective or problem; an opportunity to revise previous learning or to introduce new learning or concepts that the main cohort has not yet reached. All children will have at least one small group session a week.
- Instructions on the school website / Google classroom – Instructions and a run-down of learning and tasks for the day is available on the class pages of the website (KS1 & EYFS) and the class page on Google Classrooms. This goes through (with appropriate hyperlinks, videos, zoom invitations and guidance) the tasks, input and support available for the children. The work is not deleted until the end of the half term and, therefore, if children are unable to complete work or all the work on certain days, they have the opportunity to catch up when they are able to.
- A combination of online, printed and non-screen based activities accessed through Tapestry, JiT and Google classrooms. Packs of printed resources are available on request from the school and must be collected from the office.

St Stephen's is also committed to providing enrichment activities and input for our children whilst they are remote learning and we endeavour to provide this through Story time (KS1 and EYFS and KS2 provided by Assistant Head and Head teacher respectively), daily assemblies (including celebration assembly), sports challenges, Library Corner, mental health awareness and wellbeing support.

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?

At St Stephen's, we are determined to make remote learning as purposeful as possible.

We use a combination of recorded teaching videos and live sessions to deliver our daily teaching sessions. Both of these mediums to present learning have benefits to the families at home and the percentage of use is determined by the age of the child in question and their level of independence in accessing the learning platform.

- We recognise that families with working parents and / or a number of children all having to access remote learning may struggle to adhere to our suggested timetables. Video sessions allow parents/carers to access the learning at a time that fits in best with their schedule and when they can spend time working with their child. Video recordings also allow the child or adult to pause the video, revisit parts and generally be in control of the pace of the input. There can be voice-overs of a useful graphic, pictorial representation or slide show and are not completely dependent on a stable internet connection. Teachers are available via GC and their emails to answer queries about the learning if they arise. We endeavour to record our own videos so that children see their own teacher and / or hear their own teacher's voice. At times we may enhance learning with the use of specialist videos from BBC, Oak Academy or other approved sources. For younger children especially, this is the preferred form of teaching.
- Live learning via interactive video (Zoom in most cases), allows the children to feel more like they are in an interactive classroom setting. The teacher can present the learning live and directly answer questions posed by the children (it is noted that all questions may not be able to be answered via this format due to the number of children attending a zoom). For older children that can access the learning platform independently, this is the preferred form of teaching. All children will have some live teaching via the small group sessions held every week and some interaction every day during the morning and afternoon catch up sessions.

We understand that remote learning is a relatively new experience for the vast majority of our parents and carers (as well as our children and staff!) and we are doing everything possible to make the transition and deployment of this as painless as possible.

Our expectations for support from home is as follows:

- That children are enabled to access the appropriate learning platform to engage with their learning – Google Classroom or the class page of the website plus tapestry and JiT for activities to complete.
- Enable children to access Zoom meetings, if at all possible, and that code of conduct is followed
- Email class teacher or head teacher if you have any questions about the work

- Try to ensure that children are completing work set within a reasonable time frame of it being set.
- Endeavour to upload children's work for the teachers to mark / review regularly. Not every piece needs to be uploaded.
- Notify the class teacher of technology problems and they will refer issue to the appropriate specialist if they cannot deal with it themselves.

Please let us know if you are experiencing any personal challenges so that we can offer as much as assistance as possible.

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

All class teachers keep a close eye on who is engaging with the daily class catch up zooms, small group learning, live class teaching and submitting their work online. Children who are not engaging are referred to the SLT to then contact the family to ascertain why the child is not accessing the learning. The school will then do everything possible to help remove the barriers to learning for the child. Staff will communicate via telephone or email.

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:

Staff will use the following methods to assess children's work and progress:

- General class feedback via the catch up Zooms at the beginning and end of the day.
- Comments on work submitted.
- Discussion and feedback during live whole class teaching/small group sessions.
- Reference to previous learning in pre-recorded video sessions.
- Use of quizzes, Q & A sessions and guided reading/writing.

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:

We will work closely with families whose children may have particular needs.

Teachers and Teaching Assistants will be in touch with families and an individualised approach will be used.

A child's Teacher or Teaching Assistant should be the first port of call, however, parents/carers can contact the school's SENCos Mrs Bouwman with specific questions on s.bouwman@ststephensce.lbhf.sch.uk

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 the case of a child self-isolating, a full remote curriculum will not be available as the teacher/s will need to be concentrating on the main cohort at school. The general plan of the week with key objectives will be emailed to the primary contact of the child and suggestions of activities and helpful links will also be provided to help them continue with their learning whilst self-isolating.

Children will be able to upload their work via Tapestry, JiT or Google classrooms for the teacher to review. If a child is self-isolating, we recognise that they or a member of their household may be unwell and therefore completing school work may not be possible. All remote learning is voluntary in these circumstances.