Providing Remote Education at All Saints': Information for parents and carers

This guide was written using a template from the Department for Education. The questions in bold type have been retained – our responses are captured in the boxes below.

https://www.gov.uk/government/publications/providing-remote-education-information-to-parents-template

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Next review date: April 2021

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

What should my child expect from immediate remote education in the first day or two of pupils being sent home or instructed to stay at home?

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?

- Pupils will immediately be provided with assignments on Microsoft Teams. Every year group/class/group throughout school is set up to use Teams; learning tasks will mirror the work tackled in school to minimise learning loss maintain a logical curriculum structure. Where possible and appropriate, staggered pick-ups of resources such as workbooks and reading books may be arranged.

- Some alterations may be necessary in some subjects. For example, more practical subjects such as music and PE will necessarily require extra adaptation to align with our in-school practice.

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 will take pupils broadly the following number of hours each day:

Reception	Around 2 1/2 hours of learning will be provided each day as well as open-ended tasks which could take longer.
Key Stage 1	In Years 1 and 2, a minimum of 3 hours of learning per day will be provided.
Key Stage 2	In Years 3 - 6, at least 4 hours of learning per day will be provided.

Accessing remote education

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

All Saints' is using Microsoft Teams as our digital platform. This will allow pupils (assisted by a helpful adult with younger pupils) to view assignments and lesson materials, submit work for feedback and partake in live virtual meetings.

Details of how to access remote learning materials have been shared with all pupils and training sessions held to allow parents and carers to help their children access the platform. A section of the All Saints' website called Remote Education FAQs has been set up to help with ongoing queries.

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 carried out a survey with 98% engagement showing that the majority of pupils have access to their own digital device at home. 76% have access to an individual device (laptop or tablet) and around 24% share them with either siblings or their parents/carers.

A small number of school laptops and tablets have been donated by the school community to distribute to families who could benefit. Our DfE allocation of laptops, based on the precedent set in summer 2020 during the first lockdown - is two. We await their arrival.

Around 22% families said they struggle with printing worksheets; we have set up weekly pick ups of packs of maths worksheets alongside the changing of reading books and made a commitment to reduce over-reliance on worksheets and printed materials.

How will my child be taught remotely?
We use a combination of the following approaches to teach pupils remotely:

- live daily virtual check-ins (to set up the day's learning, tackle misconceptions and

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

- printed paper packs produced by teachers (e.g. worksheets for maths)

- 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, 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?

- We expect that pupils engage with the assignments sent home, including at least some of the live virtual meetings throughout the week. Any pupils missing sessions regularly will be followed up to offer support (e.g. technical support around access to devices or pastoral support).

- Parents and carers should do their best to engage with remote education to keep children's schooling going during lockdown. Schools have been asked to provide a set minimum amount of remote education during lockdown; staff at All Saints' know that we can only ask you to do your very best to keep on top of this.

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

- MS Teams allows teachers to see easily if pupils are not viewing or handing in assignments set; the daily live virtual meetings will have registers taken to help identify pupils who are not attending.

- Parents will be contacted in the first instance to offer support if their child is not engaging with learning set. Some pupils who may require extra support may be offered small group or one-to-one sessions to help them keep up with the curriculum.

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:

- Teams allows for feedback on specific assignments submitted to class teachers.
- General feedback intended to inform the next steps in learning may also be given verbally in the live virtual meetings, and particular successes celebrated in the longer virtual session on Fridays.

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:

- At present, pupils with EHCPs, who generally follow their own bespoke curriculum, are physically attending school.

- Any pupils who may have to self-isolate and access remote education as a result of a positive case will be offered individual support whilst at home. Dependent on staffing, this could be daily phone calls to support parents and carers, packs of resources dropped off to support learning, and/or video calls with pupils to check in on their progress and offer feedback.

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?

- Teams allows for a relatively seamless transition to remote education should a bubble need to self-isolate. Older pupils (i.e. Year 3 – 6) in school at present have been shown how to access assignments on Teams and our website page on Remote Education FAQs should help any families new to remote education get up to speed. At the earliest opportunity, on the first day of self-isolation, parent/carer training session(s) would be organised via Zoom to illustrate the main features of Teams, set expectations for remote education, and allow for queries to be raised.

- The main caveats to the seamlessness of transition to remote education in this case will be **availability of staff** (i.e. if a teacher is ill they cannot work; of colleagues are self-isolating then they will not have full access to teaching resources and technology) and **availability of resources** (i.e. the organised drop-off of printed resources may be affected). We will take a dynamic approach to assessing this as necessary.