# 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 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?

On the first day of a child needing to self isolate, children can access learning through printed CGP booklets, reading books, homework grids and other online learning platforms such as Times Table Rock stars; Purple Mash, Discovery Education/Espresso, Spelling and Maths Shed and Learning By Questions. Thereafter, from Day 2, the child will access the lessons via the Google Classroom platform that the class in school are experiencing.

If the whole class has been asked to self isolate, the children will have their lesson uploaded to Google Classroom platform from Day 1. In addition, children can also access their CGP booklets, and other online resources to support families in making the transition to remote learning.

Subsequent remote learning will continue online using Google classroom. If any parent has difficulty with availability of technology or needs paper resources, school will work with them to overcome those barriers.

### 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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

* We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we acknowledge that we may need to make some adaptations in some subjects if resources may not be easily accessible at home. This may result in a change of delivery style, planned outcomes or topic whilst still meeting the National Curriculum. For example, Design and Technology subjects may be substituted to one more appropriate for learning at home; some science practical activities may be adapted, although the knowledge aspects will be retained.
* All subject specialists will continue to offer a high quality education in their subjects through remote (recorded) learning opportunities. For example, PE through West Lancs Sports Partnership; French through Chorley Sports Partnership.

## 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:

|  |  |
| --- | --- |
| Key Stage 1  Class structures:  Year R/1  Year 2/3 | Early years children, we feel should not be learning at a screen for prolonged times during the day. They will be able to access with support:   * Phonics focused sessions * Maths focused sessions * Reading * Access to regular worship and Religious Education stimulus * Topic/PE   **Year 1** children’s learning will follow the following daily pattern:   * Phonics focused session * Maths focus session * English including reading * Topic\*/PE/RE/PHSE/Science * Weekly worship   **Year 2/3** children’s learning will follow this daily pattern:   * Maths * English including reading and writing * Spellings/phonics * Topic\*/PE/RE/PHSE/Science   \*History/Geography/Art/D&T/Music/Computing |
| Key Stage 2 | **Year 4/5** children’s learning will follow this daily pattern:   * Maths * English including reading and writing * Spellings/Times tables * Topic\*/PE/RE/PHSE/Science   \*History/Geography/Art/D&T/Music/Computing  **Year 6** children’s learning will follow this daily pattern:   * Maths * English including reading and writing * Spellings/Calculations * Topic\*/PE/RE/PHSE/Science   \*History/Geography/Art/D&T/Music/Computing |
| Enrichments and additional education | In addition to the core education that is included in our remote learning, we will offer enrichment resources including the following:   * Golden Time challenges * Les Mills/ active stimulus for families * Celebration Assemblies * Festivals and event days such as Children in Need/Storytelling week. |

## Accessing remote education

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

Bretherton Endowed will provide remote learning through the Google Classroom platform as a primary platform for presenting, delivering and distributing work which offers feedback, monitoring and recording opportunities. Our website is also a VLE as a back-up as it was used in the original lockdown.

All children and staff have access to Google log in and 3 staff have admin rights for continuity of use. Parent’s training sessions have been run in 2020/2021 and prompt sheets and ‘how to’ guides are available on our website. One to one support has been offered and accepted by families who requested additional support.

In addition, we will provide our children access to all online resources that are accessed in school, such as:

* Timetable Rock stars
* Purple Mash
* Discovery Education/ Espresso
* Learning By Questions
* Spelling & Maths Shed
* Owl reading
* Les Mills and active online resources

Teachers will make good use of resources provided by large professional bodies such as Oak Academy; BBC; Bite size; and others offering quality support to education.

### If my child does not have digital or online access at home, how will you support them to access remote education?

We recognize 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 positively encourage parents and families to contact the school office on 01772 600431; [bursar@bretherton.lancs.sch.uk;head@bretherton.lancs.sch.uk](mailto:bursar@bretherton.lancs.sch.uk;head@bretherton.lancs.sch.uk) if any family is experiencing and barriers to remote learning.

Regular questionnaires are asked of parents so that school can make proactive decisions as to accessibility of devices and availability for families.

School instigated a One to One device scheme in July 2020 as a result of the initial lockdown in March. This will facilitate more devices for children to be accessed at school and home. This will future proof school and technology for any further remote learning needs.

**Loan of devices**

* If a parent is unable to access a ‘suitable’ electronic device, school will loan out our existing equipment. Initially these will be our LYNX tablets and keypads but will include the DFE available devices once received.
* The first contact to request this is from the school office.
* All parents requesting support in technology will be helped. If we are unable to support parents, we will seek out solutions on a local level through our Feoffees, Local Authority, and other charitable bodies.
* A loan contract will be drawn up for parents and signed to allocate use from school to parent.
* Bretherton Endowed has secured donated free WIFI from Virgin Mobile and these have been advertised in regular newsletters. Any requests for routers or other internet devices, we will try and facilitate as above.
* If all the above fails to facilitate technology to provide remote learning, school will facilitate paper copies of the work set. Recently this has been provided when paper copies supported remote learning for a particular family situation. School will support families in the best way that we can. All paper documents will be distributed with Covid guidance at the forefront.
* Books will be provided for children who cannot access any online access and swapped in school regularly. This has not been required to date.

### How will my child be taught remotely?

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

Our remote teaching practice will include the following and will be determined with consideration to the age of the children; needs of the class; feedback from parents; access to technology resources, skills and staffing in school.

For all classes we will offer:

* Live learning interactions with teachers, @ twice a day
* Recorded lessons from Class teachers and specialist teachers
* Recorded teaching from external sources, e.g. Oak National Academy; BBC bitesize; BBC; Discovery Education; Espresso
* Accessing specialist resources that follow our teaching scheme of works e.g. White Rose Maths video and modelling resources
* CGP booklets, homework books with topic grids
* Text books and regularly changed reading books
* Learning By Questions (primarily KS2)
* Purple Mash online and computing platform

## 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 offer a consistent provision daily when individuals and whole classes are remote learning, we encourage parents and children to engage fully with the planned lessons. However, we appreciate the intense pressures and demands on parents who are working or caring for multiple children at home and so we will work with all families to support active participation at an appropriate level for children’s education to be promoted and accessed.

* Children’s access to Google classroom will be monitored by the class teacher and recorded at a whole school level.
* A timetable will be provided by all classes on the platform to support parents in planning supporting their child.
* We will work with parents to encourage participation with all aspects of the learning offer.
* As work is sequenced over lessons, over the week and over time, we would like to encourage children to access English and Maths lessons each day in order.
* Families will be supported if a child is identified as not engaging with remote learning to offer support individually to increase involvement. Any barriers identified will be addressed.
* We will encourage parents to contact school if they are experiencing any barriers to their child accessing the teacher’s lessons. If we identify any concerns, we will contact the parents to find out why.

A child not engaging in remote learning despite support and parental engagement, may be invited to access in school provision as lack of education could result in a child being classified as vulnerable.

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

Just the same as when children in school, we see education as a partnership between school and home. This is even more important when we are apart. We will continue to build on our relationship with parents where through mutual trust and understanding we will work together to maximise learning opportunities for our children.

* Expectations of lessons is contained within our remote learning policy, posted on our website under remote learning.
* Regular overview and reminders are sent to parents via our fortnightly newsletters or Head Teacher letters to parents.
* Class teachers and staff will monitor engagement by children in the interactive meet sessions and uploading of work on a session and daily basis.
* Staff will contact parents after 3 days of limited access and weekly thereafter. The Head Teacher will be informed at all stages so an additional helping hand can reach out to support parents.
* Feedback will be given daily for remote learning uploaded to the platform and private messages will be sent to children to remind them to submit work. If a staff member is concerned regarding the frequency or quality of a child’s remote learning, they will ring home, advise the Head Teacher and share findings. Weekly feedback to the Head Teacher/DHT will reflect on next steps required.
* We want to work with parents, build and maintain relationships and support and encourage.
* We will encourage parents to communicate with us if they have any concerns or feedback in their child’s access to learning.
* A school record of participation and involvement in remote learning will be stored in Google classroom. Children are encouraged to ‘Turn in’ work so records are accurate.

### 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:

Our staff appreciate that when we are working remotely, we need to work harder to connect and engage with children through feedback opportunities. We will offer feedback in a variety of ways, according to the content or purpose of the task, opportunities for face to face interaction and knowledge of the child/class.

Staff will:

* Acknowledge all work with a score/mark or brief comment
* Provide oral or written feedback through the Google classroom platform to encourage, motivate, praise, guide future learning or set targets
* Provide oral or written whole class and general feedback through the live interactions using Google Meets to encourage, motivate, praise, guide future learning or set targets
* Provide specific feedback on a particular piece of work to identify strengths and areas for development.
* Staff will provide feedback on work within 24 hours if uploaded within the day set. If it is completed later or uploaded later, staff will review all marking at least one session to catch up later uploaded work.
* Use their review of learning submitted to accurately inform future planning and this may include offering additional learning sessions on an individual or targeted approach.

In relations to the methods we will use to assess work, these will be rooted in what is good teaching. Teaching staff may assess children’s learning through any/all of the following ways:

* Specific assessment task planned into lessons
* Quiz
* Question and answers
* Close exercise
* Application of knowledge and skills
* Presentations
* Video/voice recording

## 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:

Linking carefully with our in school provision, children with special education needs have work that is tailored to their ability and learning targets. Including:

* High focus on social and emotional wellbeing, through wellbeing calls, visits, resources and sessions
* Personalised learning and consolidation of skills and knowledge
* Support for parents in relation to technology or printed work support
* Classification as ‘vulnerable’ at Bretherton if they are unable to access remote learning effectively.
* Weekly phone calls for parents or more if needed
* Access to Confident Me, phse, ELSA resources and calls as required
* Teachers planning work accessible, according to need.
* Celebration of achievements and continued review of learning and social targets.
* how you work with families to deliver remote education for pupils with SEND
* 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?

As detailed in our Remote Learning Policy, if individual children self isolating, within the first 24 hours we would encourage parents to complete the home text book (provided in September), read their reading books and complete any task/grids in their child’s homework book.

Day 2, all work matching that being taught in school, will be uploaded to our Google classroom platform and feedback given from the class team (teacher and TA).

Subsequent to the National Lockdown Jan 2021, we will review our use of recorded or live recorded lessons in any such future events.