



## 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.

### The remote curriculum: what is taught to pupils at home

A pupil's first day 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 of pupils being sent home?

Pupils are able to access curriculum content via the school website at all times and their teacher will upload subject specific work via Microsoft Teams and Class Dojo for the pupils to access, by 9am of the next school day. When whole classes have to isolate, teachers will prepare daily lessons for pupils to access. In KS2, these will be provided via a mixture of live lessons via Microsoft Teams and subject specific lessons uploaded for the pupils to complete. In KS1, teachers will provide a sequence of lessons daily which the children will complete this will be uploaded via Class Dojo, some of which will be recorded. This will be done within 24 hours of students being asked to self-isolate.

### Following the first day 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. There may be some exceptions where physical resources that would be required are unavailable for each child at home. In this situation, the teachers will adapt the learning to ensure it is accessible.

### Remote teaching and study time each day

### How long can I expect work set by the school to take my child each day?

Remote Learning should mirror a pupil's usual timetable in both structure and time spent learning. The government expectation as a minimum is that the school offer:

- 3 hours a day for Key Stage 1 (years 1 and 2 when pupils are aged between 5 and 7)
- 4 hours a day for KS2 (years 3-6 when children are aged between 7 and 11)

At Holy Family, we will always endeavour to offer more than this to ensure the disruption to learning is minimal during times of remote learning.



## Accessing remote education

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

Pupils in KS2 will access live lesson in the mornings via Microsoft Teams and this work will be subsequently uploaded onto Class Dojo to ensure it can be accessed at all times. In the afternoon lessons, will be uploaded via Microsoft Teams and Class Dojo with instructions on how the children access their learning. Pupils in KS1 and EYFS will access their learning via Class Dojo. Teachers will provide daily lessons for the children to access.

### 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:

- Electronic devices are issued to pupils who need them. Parents should email [admin@holyfamily.bhcet.org.uk](mailto:admin@holyfamily.bhcet.org.uk) or phone the school to request assistance (Supply is limited).
- Sim cards can be provided for students without internet access using the same mechanism (though supply is limited)
- Exercise books are also be provided for pupils who require them to complete their work. These are also available to pick up from the school office.
- The work tasks are always uploaded to dojo so the parent can access what the child has to do that day and then log off instead of staying online for the day. In this way, even if the child is unable to access Microsoft Teams, they are still able to access the work.

### How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- Live and recorded teaching (recordings made by teachers).
- Daily timetabled lessons with written or video support from class teachers.
- Government recommend websites supporting the teaching of specific subjects or areas, including video clips or sequences (Oak Academy and BBC Bitesize).



## 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 this section, please set out briefly:

- All pupils are expected to complete all work at all times. Teachers are able to track engagement and will communicate with parents if work is not completed.
- Parents should ensure pupils complete all work set according to the requirement set by the class teacher. Please ask your children about their work, what they have learned and what they have had to complete. Parents should contact teachers with any questions via Class Dojo or by ringing school.

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

- Pupils complete written work for each lesson which reflects both their engagement and understanding.
- Teachers will provide feedback for uploaded completed work and this is available for parents to see.
- Teachers will contact parents if pupils are not engaging as they should.

### 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:

- Pupils will upload their work via Microsoft Teams or Class Dojo for teachers to assess their understanding and engagement in tasks. Teachers will provide feedback to pupils on an individual basis.
- The end of year expectations for each year group are on the school website in class pages, so that parents can also see what is expected for each year group.



## **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:

In this section, please set out briefly:

- All parents of pupils with SEND will be contacted throughout the period of self-isolation. They will ask pupils and their families if they have any question or concerns.
- Parents and pupils are also encouraged to contact the school if there is any additional support required.
- Alternative work, including paper versions will be provided for SEND students who struggle to access online provision
- In the event of school closures parents will be contacted by the SENCO, if needed differentiated work tasks will be provided.
- Additional support to complete tasks.
- In event of behavioural difficulties linked to SEND support will be provided on an individual basis including but not limited to social stories, reward charts and visual timetables. The SENCO will maintain regular support contact with parents.
- Specific resources may be shared to ensure pupils who are staying at home in the event of a lockdown and have an EHCP to ensure full EHCP offer will be maintained.
- Class teachers will monitor feedback and engagement and share concerns with SENCO to ensure swift response to potential barriers to learning.
- Pupils in EYFS and KS1 have access to work daily including some recorded/live lessons in Years 1 and 2. Staff from these year groups are available 9-4 daily Mon- Fri to answer messages from parents or to take phonecalls in order to support home learning.

## **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?**

Pupils self-isolating when their peers are not should access their work in a similar way via the Microsoft Teams or Class Dojo. All lessons / resources used by their teachers for that week's lessons can be accessed ensuring they are still able to follow their usual curriculum. Pupils should contact their teachers with any questions or concerns.