

## **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?**

In the first days of a pupils being sent home work will be shared via Google Classroom. This may include lesson resources used by a teacher with other pupils still in school for pupils to follow independently. If possible, we will send exercise books home with pupils for them to complete the work in. If not pupils should complete the work on paper and bring this work back into school upon their return.

Pupils will also be encouraged to use online resources regularly used in school. These include: Spelling Shed, Accelerated Reader, SATs Compantion, My Maths and TTRockstars.

#### **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?**

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, for subjects including Art and DT we may suggest alternative resources so families can use what they have readily available at home or make some activities optional. Subjects such as Science, Music and PE will focus more on theory than practical skills although optional activities will be suggested and families are welcome to complete these if necessary resources are available.

## 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:

Years 5 and 6	5 hours a day follow usual allocation of subject hours. This time will include dedicated time for reading for pleasure.
Years 7 and 8	5 hours a day follow usual allocation of subject hours.
All pupils work at different speeds and therefore extension activities will be available for pupils who complete any work quickly. No pupil is expected to spend more than five hours on work each day. If your child is routinely spending longer than this, please contact your child's teacher who will be able to provide support or adapt work as required.	

## Accessing remote education

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

All of our remote education is delivered through Google Classroom. Every child will have access to a range of 'Classrooms' which are organised by subject. Google Classroom can be accessed from the school website after a child logs in. The resources on Google Classroom can be edited online so the printing of documents/worksheets is not required.

Google Classroom codes can be shared via the school office with parents if a child does not have a record of them in their planner.

Other online resources may be used, such as Spelling Shed, Accelerated Reader, SATs Companion, My Maths and TTRockstars. Pupils will have these login details in their planners. Login details can be shared via your child's teacher if they have been lost or forgotten

## **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 have a number of devices that can be loaned to pupils if they do not have suitable devices with which to access online work. If you feel your child would benefit from this you should contact the school office on 01767 314562 or [info@edwardpeake.beds.sch.uk](mailto:info@edwardpeake.beds.sch.uk) to request a device.

The demand for devices can sometimes be greater than the number of devices we have. If this occurs, we will allocate devices in the following order:

- Pupils identified as vulnerable as they have special educational needs, are in receipt of pupil premium, are a looked after child or have been identified as vulnerable by the school.
- Pupils who have no suitable device to access
- Pupils who are struggling to access work as they are sharing devices with other family members

The school is also able to access a Government scheme which temporarily increases data allowances for mobile phone users on certain networks. This is so that children and young people can access remote education if their face-to-face education is disrupted.

### **Who can get help?**

Schools, trusts and local authorities can request mobile data increases for children and young people who:

- do not have fixed broadband at home
- cannot afford additional data for their devices
- are experiencing disruption to their face-to-face education

Children with access to a mobile phone on one of the following networks might be able to benefit:

- Three
- Smarty
- Virgin Mobile
- EE
- Tesco Mobile
- Sky Mobile

You can request access to the scheme via the school office. For each request, we need to know:

- the name of the account holder
- the number of the mobile device
- the mobile network of that device (for example Three)

If increasing your data allowance is not going to help you support your child's remote learning it may be possible for us to obtain a 4G wireless router as The Department for Education (DfE) is providing 4G wireless routers for disadvantaged children to help them get online and access remote education.

However, these are subject to stricter criteria. These are provided to disadvantaged children:

- in years 3 to 11 who do not have internet access and whose face-to-face education is disrupted (**Some of you may meet this criteria but need to show why you can't use the data increase**)
- in any year group who have been advised to **shield** because they (or someone they live with) are clinically extremely vulnerable
- in any year group attending a hospital school

If you wish to request a Wireless Router, please email the School Office and someone will contact you to obtain the necessary information.

## How will my child be taught remotely?

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

- Recorded teaching- we will utilise videos recorded by teachers to support your child's understanding of the lesson being taught. We will also use videos produced by groups who specifically produce resources for remote education for example Oak Academy and The Greenshaw Trust. These will only be used if they support the teaching of our in-school curriculum.
- Video resources provided by White Rose Maths. These will support the teaching of Maths in all year groups. These will be aligned to our school curriculum as we follow the White Rose programme.
- Google Meets will be used to check in with pupils, provide feedback, give pupils the opportunity to ask questions about the work completed so far and for teachers to teach pupils a particular skills or concept. These may take place with the whole class or with smaller groups depending on the need as assessed by the teacher.
- These approaches allow use to ensure that as many pupils as possible can access learning regardless of when in the day they are completing the work. This is particularly important where families are sharing devices.

## **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 pupils to engage as fully as possible in the remote education provided by the school. We know that there will be occasions when pupils may not be able to complete all work set (such as a temporary issue with technology or illness) Please be assured that we know that you and your child are trying your best.

We will provide a suggested timetable for your child to follow but you can adapt this to suit your family's circumstances. We know that pupils will access their education at different times during the day to suit their situation at home.

Please make your child's teacher aware of any particular issues or reasons why work may not be completed especially if this may last for a number of days. This can be done by calling the school or sending an email to [info@edwardpeake.beds.sch.uk](mailto:info@edwardpeake.beds.sch.uk)

We expect parents to support their child in engaging with the work. This includes helping them to keep to a routine, where possible provide a quiet space to work and to notify the school as soon as possible if you have concerns.

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

Pupils' engagement in remote education will be monitored daily by teaching staff. Gaps in engagement will be identified and teaching staff will initially contact pupils via Google Classroom to check how they can support the pupil.

Where there is an ongoing issue with a lack of engagement, a phone call will be made home to parents. Depending on the nature of the lack of engagement this will be made either by the class teacher, a member of the pastoral team, the head of department or the head of year.

A continued lack of engagement may then require contact from a senior member of staff. This may include a socially distanced home visit to check on the family and see what further support we can provide.

## **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. Our approach to feeding back on pupil work is as follows:

- The use of Google Form quizzes which check pupils' understanding of what they have learnt and provides instant feedback
- self-assessment. This is where pupils check their own work to identify strengths or gaps in their learning. Pupils will be provided with a criterion against which to assess themselves.
- Peer-assessment. This is where pupils check the work of others in the class to identify strengths and/or improvements. Pupils will be provided with a criterion against which to assess the work.
- Whole class feedback either through recorded lesson material or as part of a Google Meet. This is where a teacher will focus on common mistakes or improvements for the whole class. Pupils will be given things to work on in order to improve their work.
- Feedback grids. These will show a range of improvements with each pupil being given a particular focus for their own work.
- Private, individual comments on work submitted.

## **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:

- Our SENDCo will be available to discuss any issues or concerns you have and to give practical guidance on how best to provide support.
- Resources will be tailored to help best support your child at home. This may include providing different work to the other pupils in class so that the child can be more independent.
- It may also be necessary to reduce the expectation of the amount and type of work to be completed. This will be addressed on an individual basis either with the class teacher or the SENDCo

## **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 will not receive recorded videos of the current lesson but will be able to access resources used by the teacher in class that day. These will include worksheets, presentations and any other resources used. These will be uploaded to Google Classroom.

Pupils may be directed to online resources which can further support their understanding of what is being taught. Feedback may occur less frequently but will still be regular.

Any work completed by the pupil can be submitted via Google Classroom or handed to the relevant teacher upon the pupil's return to school.

Communication will be through Google Classroom, email or telephone calls. Google Meets will not take place unless a whole group of pupils (a bubble) are not present in school as they have been asked to self-isolate.