

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.

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?

Pupils have been provided with necessary login information as preparation for home learning and activities have been provided in the academy to prepare and familiarise pupils for the possibility of learning from home. During the first few days of being sent home, children should log in to Google Classroom for any work set and access other programs, usually used in class, as required.

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 academy's long term curriculum plan for 2020-2021 is available on the website and will be taught either through a remote approach, through face to face teaching or a blend of the two, so that the switch between academy closures, partial and full opening can be as seamless as possible as and when required.

The same curriculum will be taught to all pupils according to ability and need, regardless of whether the academy is open as normal, they are isolating at home, learning from home due to closures or learning in the academy as a key worker pupil. However, there may be some adaptations in some subjects. For example, PE lessons taught by our visiting PE specialist will take place live in the academy. Remote PE learning activities will be uploaded to Google Classroom so that they are available to be accessed by families and pupils at home. Live and recorded music lessons will be available through Debbie's Song School and Wider Opportunities programme as an alternative to live instrumental and singing lessons.

Class teachers will provide initial teaching input through live lessons, uploaded video introductions, presentations such as PowerPoint and uploaded activities. These should be completed and submitted and teachers will provide comment, feedback and guidance as appropriate. These lessons will be accessed by both pupils at home and those in the academy in the same way.

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:

Primary school-aged pupils	At least 3 hours of learning for pupils in KS1 and 4 hours of learning for pupils in KS2. This should include both direct teaching and independent response.
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Accessing remote education

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

- The academy will provide online teaching for all pupils through the use of Google Classroom.
- Foundation and Reception pupils will also receive activities via Tapestry.
- Key Stage 1 and Key Stage 2 pupils will also be provided with links for Oak National Academy, Lexia, TTRockstars, Education City, BBC Bitesize, CBeebies and TopMarks as appropriate.
- Lesson information will be uploaded daily
- Lesson introduction will be recorded and/or streamed ie over Google Meet and activity follow up uploaded through Google Classroom.

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:

The Academy will

- Request information from parents regarding available devices and home access.
- Pupils all provided with login information to Google Classroom via G- Suite.
- Provide 'help guides' for parents and pupils to access G-Suite for Google Classroom and Meet.
- Consider levels of devices required for pupils taught in the academy and for all staff to carry out remote learning.
- Carry out audit to determine equipment available for loan
- Liaise with IT service desk to ensure loan equipment is GDPR compliant
- Principal to organise loan of equipment following strict cleaning procedures on the return of equipment (72 hours out of use).
- Ensure that equipment is signed out.
- Principal will investigate alternative schemes to support access ie. data limits and application for devices
- Paper packs only provided in exceptional circumstances (e.g. lack of credit for electricity at home/ loan equipment not available).

Families who feel they would benefit from the loan of devices or equipment should contact the academy via email to discuss their request.

info@langwithbassetacademy.org

How will my child be taught remotely?

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

- Online face to face contact offered with teacher for all pupils via remote G-Suite where appropriate.
- Staff to consider alternative for lack of online access due to lack of devices, age or ability to use, SEND etc.
- Telephone support for learning if parents cannot access online learning.
- Alternative arrangements for SEND pupils who cannot access materials independently or who may not respond to this way of learning.
- Alternative ways for very young children for whom online learning may not be appropriate.
- Range of subjects supplied daily with online teacher contact, additional online video or stimulus resources, which can be linked or embedded.

Learning may consist of

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- uploaded activity sheets for online completion
- option to complete activities as a paper based exercise
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
 - recorded prepared PE lesson from within the academy staff and from Joe Wicks
 - Derbyshire “Wider Opportunities” lessons and “Debbie’s Songbirds” remote music lessons as appropriate.

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?

Assuming that a learner is healthy and well enough to work, learners will be expected to participate as fully as possible in the remote learning process, attending relevant live lessons, completing independent work, and submitting assessed tasks promptly and to the best of their ability. Learners will also be expected to read and respond to communication from the school (e.g. an email from a subject/form tutor) on a regular basis.

To facilitate remote learning using online which includes interactive lessons, parents are asked to:

- encourage, support and monitor your child's work.
- find them an appropriate place to work with minimal distractions.
- if the interactive lesson is being delivered via Google Meet ensure your child has their microphone and camera turned off at all times
- ensure that use of the 'chat' or 'comments' feature is only as directed by the teacher
- ensure pupils know not to record any sessions or share any comment about lessons, teachers or remote learning on public forums
- not to participate in the lesson

Teachers must work on the assumption that learners will not necessarily have the full range of books and equipment that they would usually have in school. The school does not expect learners to have access to any specialist equipment that would usually be provided by the school (e.g. science or art). Teachers should ensure they are able to scan or upload photos of important resources in case learners do not have access to them at home.

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

- Staff will maintain a daily checklist of pupils engaging in live lessons, and those who return work. Initially this will help to identify those who may be unable to access due to technical issues so that staff in the academy may provide technical support.
- Parents of pupils who do not appear to be engaging in online activities during the first few days will be contacted via telephone call to offer the necessary support.
- Alternative platforms, online and physical activities such as reading will be encouraged as an alternative in the event of particular difficulty in accessing Google Classroom.
- Once technical issues have been ironed out, parents will continue to be contacted via emails and telephone to encourage and support online engagement where this is not apparent to academy staff.

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:

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to learners on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
- Setting work which is auto-marked or can be self-assessed (as on the Oak National Academy)
- Using the “Comments” function on online documents or within the Google Classroom (on individual pieces of work)
- Using Google Classroom to mark ‘assignments’

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:

Teachers will ensure that work is differentiated as required for all learners when setting online tasks. Grids for Learning are available for SEND pupils and advice can be sought from the SENDCo if needed. In addition, the SENDCo and other support staff will maintain contact with key pupils on their lists requiring regular support, by email or phone with parents/learners and feed back to teachers using email if required.

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 situations where individuals are self-isolating, rather than a whole bubble or academy closure, the approach to home learning will be broadly similar to the methods outlined above. Pupil work will be uploaded to Google Classroom daily, submitted work will be marked and feedback given. Staff will be on hand to provide technical support if necessary and educational guidance as required.

In situations where small numbers of pupils are working from home and the majority are being taught in class, it may not be possible to provide online live teaching input.