



Remote Education Provision: Information for Parents and Carers

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This information is intended to provide clarity and transparency to pupils, parents and 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 document.

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?

Remote learning will start immediately on the first day of school closure with tasks and activities being uploaded on to Microsoft Teams (Key Stage 2) and Seesaw (Early Years/Key Stage 1). Suggestions of websites will be recommended and passwords supplied. An emergency home learning pack will have been given to children in case school closes with little or no notice.

By day two, a combination of recorded and/or live lessons will be in place and a timetable to guide children and parents through the learning.

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 the academy wherever possible and appropriate. However, we have made some adaptations in some subjects. For example, we have thought about resources in the home for science experiments and / or for creating a moving model in DT. We will use videos for PE activities as this is a stronger vehicle to deliver remotely.

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	3 hours each day. 1 hour of English, 1 hour of Maths and 1 hour of another subject. This subject will change each day. This will be directed by the weekly class timetable. Wellbeing activities will also be provided.
Key Stage 2	4 hours each day. 1 hour of English, 1 hour of Maths and 2 hours of other subjects. These subjects will change each day. This will be directed by the weekly class timetable. Wellbeing activities will also be provided.

Accessing remote education

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

Early Years and Key Stage 1 will use Seesaw.

Key Stage 2 will use Microsoft Teams.

Assemblies and parent meetings will be accessed through Microsoft Live Events.

Children will have individual passwords.

If your child is having trouble accessing remote learning we have a designated email techsupport@accordmat.org

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:

- Laptops and dongles can be allocated to children on a loan basis where remote access is difficult.
- Printed materials packs are provided where online access is not appropriate for pupils' learning needs.
- Pupils can submit work to their teachers via Teams or Seesaw or via photograph and email.
- Workbooks are available from the academy and work can be delivered back to the academy in this way where necessary.

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 teaching (online lessons).
- Recorded videos of the class teacher.
- Independent work supported by the online availability of the teacher.
- Printed paper packs, where online remote learning is not appropriate, produced by teachers (e.g. workbooks, worksheets)
- Textbooks and reading books pupils have at home.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, for example in PE.

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?

- Our expectations are that all children will engage with remote learning either via online access or printed material. All children should be submitting work to their teacher for feedback.

- Routines are supported by weekly timetables and encouraged through assemblies and live lessons.
- Where possible we hope that parents are in a position to support home learning, encouraging children to attend lessons and completing work for submission.
- In addition to daily online interaction with pupils, teachers will also complete regular wellbeing calls to support parents and children with their remote learning.

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

- Checks will be made daily by the class teacher to ascertain who is attending lessons and submitting work. Phone calls will be made by the teacher and followed up by senior leaders where this is not the case.
- In addition, class teachers provide detailed information on pupil attendance and engagement to inform senior leaders on a weekly basis of those children not regularly attending lessons or submitting work.

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:

- Teachers feedback daily on the work that children submit particularly in English and Maths. Strengths and areas for development are given to individual children.
- We continue to have a summative assessment of pupils work at least on a half termly basis, this can include quizzes and mini assessments that will be given to children to check their progress and understanding.

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:

- Children with SEND will be provided with a work pack and resources where necessary to support their learning at home. In addition to the contact made by the class teacher on-line and by phone call home, the SENDCo will contact parents at least fortnightly to discuss any specific difficulties and to offer support.

- Children in Reception and Year 1 will be provided with recorded lessons to support their learning at home. Tasks and activities are shared through Seesaw.

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?

- Individual children who are self-isolating will be provided with a work pack similar to the work that is happening in school. In Key Stage 2 this can be accessed via Microsoft Teams and in Key Stage 1 / Upper Foundation through Seesaw.
- Where possible, we would wish to facilitate children's access to their learning in school via Microsoft Teams to enable the best continuity in their education and social interaction with their peers.