

## 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:

1. National or local restrictions require entire cohorts (or bubbles) to remain at home.

or

2. Individual children and families need to self-isolate

Please see the following documents from the DFE, for further guidance and information for parents and carers:

- [remote education good practice guide](#)
- [supporting your children's remote education during coronavirus \(COVID-19\)](#)

For details of what to expect when individual pupils are self-isolating, please see the final section of this document.

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

Following the announcement of school closure, or the need to close entire cohorts or bubbles, 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 already been given access to their Class Notebook using their school email address and password. All work will be made accessible through this platform.

### 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 shall teach the same curriculum remotely as we do in school, wherever possible and appropriate. This will follow the school timetable as closely as practicable. However, we shall need to make some adaptations to the curriculum content in some subjects.

## 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 2 (Years 5 and 6) Five 1-hour lessons per day

Key Stage 3 (Years 7 and 8) Five 1-hour lessons per day

## Accessing remote education

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

Pupils will access remote learning via Class Notebook on the office 365 platform using their school email address and password. Pupils can access the Class Notebook either directly or via the school website. A “light box” directs all traffic to the school website to the remote learning pages for each year group.

If a pupil forgets their account details, the pupil, parents or carer can email [rreset@fulbrookmiddleschool.org.uk](mailto:rreset@fulbrookmiddleschool.org.uk) or contact the school via telephone to have the account details reset.

### 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 loan laptops or tablets to eligible pupils where possible. These pupils are identified via a pupil survey and a parent/carers survey which is issued half-termly. Form tutors make contact with pupils and parents.
- We loan internet-enabled dongles where possible, as identified by the pupil and parent/carers survey which is issued half-termly.

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- Printed work will be made temporarily available to pupils until online access can be resolved.
- Pupils can temporarily submit work to school until online access issues can be resolved. Any such work will be quarantined for the appropriate period of time, as per our risk assessment.

## How will my child be taught remotely?

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

- all lessons are distributed via Class Notebook to the pupils
- live teaching (online lessons)
- recorded teaching - this includes video/audio recordings made by teachers and available content from other areas such as The Oak National Academy
- commercially available websites, which support the teaching of specific subjects or areas, including video clips or sequences such as MyMaths and Kerboodle.
- Live “community check in” with the bubble leader

## 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?

- Pupils are expected to follow their normal school timetable whilst accessing remote learning. A copy of this can be found on the welcome page of the pupils’ Class Notebook.
- Pupils are expected to “Check In” on a daily register on the Class Notebook.
- We suggest setting up a routine, which follows the school timetable where possible.
- Pupils should be encouraged to “Aim High, Work Hard, Be Kind, No Excuses” whilst learning remotely.
- Pupils should work independently, in a quiet environment as much as possible. Ideally this would be at a desk or table.



We have a code of conduct for the use of Microsoft Teams; we expect pupils to adhere to the expectations set out in the document and for parents and carers to reinforce these messages. This should be read in conjunction with the e-safety and acceptable user policy, which can be found [here](#).

The code of conduct can be found [here](#).

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

- Pupils are expected to 'Check In' on a daily register on the Class Notebook.
- Pupils have a live 'Teams' bubble check in session, with their bubble leader, at least twice a week. Registers are taken during these sessions and individuals who are not present are contacted individually.
- Parents/carers are contacted by telephone or email, if the school has concerns.

### **How will you assess my child's work and progress?**

Feedback takes many forms and does 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:

Feedback is provided to pupils who submit their work. This can be done in a number of ways, for example:

- sharing their work via Class Notebook
- emailing their work directly to their subject teacher
- photographing work and sending it to their subject teacher

Ways that we will provide feedback to pupils include:

- whole-class feedback

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- quizzes marked automatically via digital platforms
- email responses to pupils' submitted work
- stickers on Class Notebook
- individual audio recordings on Class Notebook

## **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?**

Remote learning tasks are structured in a way for all pupils to access. They are inclusive in their format and provide scaffolding for pupils who may require additional support. 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; we work with parents and carers to support those pupils in the following ways:

#### **LSA support**

While in school, LSAs are supporting in lessons under the guidelines and the school's Covid-19 specific risk assessment. When not in school and working from home, LSAs are tasked with maintaining contact and support for pupils with SEND. This includes:

- weekly phone/Teams contact;
- being available to support via email or Teams message during lessons and finding resources to support individual needs

High need pupils (those with an Education Health Care Plan - EHCP) receive individualised support, as necessary, via Teams. This is arranged with their assigned LSA, in support of and additional to remote learning.

#### **Additional support/interventions**

- paper based resources provided for families – requested due to circumstances, personal preference and need

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- technology support and/or resources are provided to eligible families
- virtual 'Spectrum Arts' sessions for eligible pupils

online literacy tuition, from a specialist literacy and dyslexia tutor, for pupils with a specific learning difficulty

- Art Therapy virtual sessions for pupils who would normally receive this face to face
- IDL literacy/numeracy software and access for pupils in KS2 and for eligible pupils in KS3

## Remote education for individual self-isolating pupils

### **If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education provided will consist of recorded lessons and tasks, or lessons available from The Oak Academy. Links to the relevant Key Stage, Subject Area and series of lessons will be available on the pupil's Class Notebook pages.

This may not follow the individual pupil's normal timetable. This is due to the associated challenges of teaching pupils both at home and in school. Pupils should aim to follow their regular timetable as closely as possible, selecting from the available lessons, which can be accessed via the following links:

<https://classroom.thenational.academy/subjects-by-year/year-5>

<https://classroom.thenational.academy/subjects-by-year/year-6>

<https://classroom.thenational.academy/subjects-by-year/year-7>

<https://classroom.thenational.academy/subjects-by-year/year-8>