

Template for schools: share information about your remote education

This optional template is designed to help school leaders share relevant information with pupils and parents or carers about how they will provide remote education. The information should be published on school websites by 25 January 2021 to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

This is intended as an example template and school leaders can choose to use the most appropriate format for their setting. We recognise that not all questions will be relevant to your particular school and there may be additional information you wish to include. For example, special schools may want to include additional questions around access to wider support services that children and young people would normally receive in school, such as therapy sessions.

Schools can find further help and support on how to meet the expectations for remote education via the remote education good practice guide and school-led webinars.

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?

At Queensmead, we will provide initial online learning using our Virtual Learning Environment – Purple Mash/Mini Mash. Teachers will upload learning within the first 24 hours for pupils to access, pupils should know their Purple Mash passwords and user names, as the platform is regularly used in school. Please contact the office if your child needs their password again. We will also make a paper pack of resources available for pupils without internet access (see below for support with internet connection), which will be available for collection from the school office within 2 days.

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?

At Queensmead, we aim to 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, our theme lessons include Art and Design lessons that cannot be completed without additional resources: Digital art activities will be provided, or alternative resources suggested for parents to use. The teaching of reading will be individually led, through comprehension activities on Purple Mash and included in our paper pack of resources, these should be completed alongside 15 minutes of daily reading.

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	<p>Key Stage 1: 3 hours a day on average across the cohort, with less for younger children</p> <p>Key Stage 2: 4 hours a day</p>
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Accessing remote education

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

Your child, depending on year group, will access different remote education platforms, that meet the needs of children within that year.

- Foundation Stage- FlipGrid, School Website and Mini-Mash
- KS1- FlipGrid, School Website, Purple Mash and Times Tables Rockstars
- Years 3 and 4 - FlipGrid, School Website, Purple Mash and Times Tables Rockstars
- Years 5 and 6 – Microsoft Teams Live Lessons, Purple Mash and Times Tables Rockstars

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:

Support with electronic devices

If you are having difficulty with access to electronic devices at home, please email the school at: admin@queensmeadacademy.org and write **support with electronic devices** in the subject of your email. We have been provided with a number of devices from the Government that we can provide you with to support your child's access.

Support with Broadband/Internet

If you are having difficulty with your internet connection at home, there are number of ways we can help or support.

- Mobile contract providers are increasing mobile data allowances to enable your child to access home learning, please mention this to your class team during contact phone calls or email admin@queensmeadacademy.org and write- **Extra 4G Data** in the subject of your email.
- If you are still struggling to access an internet connection, we may be able to provide you with a 4G router from the Government, although there may be a delay between request and delivery. Please email admin@queensmeadacademy.org and write **Support with Broadband** in the subject of your email.

Paper Resources

If you are struggling with either of the above, we will endeavour to support you, however there may be a delay.

- We are providing paper packs, that will contain 10 days of offline learning for your child, these can be collected from the school office from 9-3 everyday.
- A new pack will be available on the Monday after the initial 10 days.
- These are available for all year groups.
- In certain year groups these resources will support remote learning lessons.

How will my child be taught remotely?

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

At Queensmead, we are using a range of approaches to teach pupils remotely:

- Live lessons for pupils in Year 5 and 6. These lessons can be accessed by logging into gat.airhead.io and logging in with your child's unique username and password. If you need these details or support please contact the school office at: admin@queensmeadacademy.org and they will forward your concerns to your child's class teacher.
- Pre- Recorded teaching for pupils in: EYFS, Year 1, Year 2, Year 3 and Year 4. These are supported by resources in the paper packs or on Purple Mash.
- Printed paper packs produced by teachers that can be collected from the school office.

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, at Queensmead, understand that different families will have different levels of engagement and many will engage in additional learning outside of normal school hours. The below are recommendations of daily learning time provided by the Government.

3 Hours per day for pupils in: EYFS, Year 1 and Year 2.

4 Hours per day for pupils in: Year 3, Year 4, Year 5 and Year 6

As a parent, it is important that you support your child with home learning where possible. This can take the form of working alongside them during lessons, reviewing the work your child has completed during the day and monitoring the work your child has completed in Year 5 and 6 during live lessons will also support your child. Engaging with your child may take the form of listening to them read once a day or practising times tables. If you are struggling to engage your child or having difficulties understanding the tasks set, please mention this to a member of the class team during weekly phone calls.

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

Engagement with remote learning is monitored daily by class teachers. We understand that there will be days where it may not be possible for your child to engage in online learning. Concerns about non-engagement or quality of work will be communicated with you during your weekly phone calls from the class team. Please raise any concerns you may have with a member of the class team.

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:

Feedback is an important factor in your child's academic progress, we will aim to provide feedback on all pupil work submitted online within a three day period. The most common forms of feedback will be: marking of tasks completed on Purple Mash, marking and feedback on written work submitted via a picture on Microsoft Teams and feedback to pupils and parents during weekly phone calls.

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:

Differentiated and personalised activities have been prepared for pupils and, in addition to the teacher contact, our SENCo will be phoning identified families every week to support them where necessary. Through our contacts with SEND parents, many have commented that they prefer paper packs to live lessons and Purple Mash activities. These are available to collect from the school office or can be requested during the weekly contact phone calls from members of the class team.

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 the event of self-isolation for pupils, we will make available a paper pack of learning, supported by tasks on our virtual learning platform Purple Mash. Some lessons may be broadcast live to pupils self-isolating through Microsoft Teams. Parents of self-isolating pupils will be contacted by a member of the class team at least once a week to discuss: access to remote learning, pupil wellbeing and parental support.