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?

All remote education will start within 24 hours of a student being sent home. A student's normal timetable will be available on Wise. Teachers will 'set' a lesson to be virtual so students can attend. Teachers may set this up to 24 hours before the lesson starts or as the lesson starts so students can log on. available immediately.

By using the Invictus Education purpose-built system, it is possible to create virtual classes, enabling a single point of access for all lessons and resources and allowing teachers to host both live and recorded explanations and lessons.

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?

Continuing the planned curriculum

Continuing to teach all or most of the normal planned curriculum in the remote environment is important. Subjects where this is more challenging are those that would normally include significant elements of practical work in the live classroom, for example sciences, music or technology, However, in these and other cases, video demonstrations linked to the curriculum are made available, enabling students to receive feedback on how to progress, these can substitute well for practical work, particularly if accompanied by teacher explanation, commentary and a text book or electronic resource.Some practical lessons will set independent work on Wise for students to access.

Physical education is a difficult subject to teach remotely. Students will be encouraged to take regular physical exercise to maintain fitness. Fitness challenges will be made available through school communications.

Teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills

Some pupils with SEND will require specific approaches tailored to their circumstances. TA's remote in separately to the teacher to offer 1:1 support for students.

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:

Secondary school-aged pupils not working towards formal qualifications this year	Between 4 and 5 hours a day. Tutor time and assemblies additional.

Secondary school-aged pupils working towards formal qualifications this year	Between 4 and 5.5 hours a day. Tutor time and assemblies additional.

Accessing remote education

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

Through the schools VLP Wise.

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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- A check is made to ensure all students can access lessons on an electronic device, even if this is a phone or a shared computer. Urgent cases are dealt with.

- The school contacts all parents of PP children in the first instance and then all parents to determine the need for laptops. A priority list for distribution is set up.

- Laptops can be collected or delivered by school if collection is not an option.

- Parents can phone/e-mail the school for information on being issued a device.

- Students/teachers can request printed materials.

- Pupils can submit work to their teachers online. In addition, polls, individual questions and good assessment for learning techniques are used during virtual lessons.

- Attendance to virtual lessons is monitored on a daily and weekly basis and phone calls are made to any students not accessing lessons. Solutions are found for these students (information on viewing recorded virtual lessons/issue of device if possible/invite to key worker school).

How will my child be taught remotely?

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

- The vast majority of lessons will be live teaching (online lessons) -including the opportunity for teachers to question individual pupils and for pupils to pose questions to teachers or peers, for example using the 'Chat' function. Students will have access to these for between 4 and 5 hours a day – the vast majority of their normal timetable excluding practical PE.

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

- printed paper packs produced by teachers (e.g. workbooks, worksheets)

- textbooks and reading books pupils have at home (both 'hard copy' and electronic)

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

- Weekly competitions and challenges, through houses or form groups.

- Tests and quizzes are an important part of effective teaching and are used.

- Where lessons are recorded, they can be accessed later by pupils, making flexible use possible in the context of limited or shared device access.

- year or whole school assemblies

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?

Students:

- Students are expected to attend al their lessons each day unless they are ill.

- Students are expected to engage in the lesson and attend for the full length of the lesson.

- Students are expected to complete any work and hand it in by the deadline set by the teacher or member of staff.

- We would expect parental support in ensuring students attend their lessons each day. For example, setting routines to support your child's education.

Parental support:

First the basics:

- Ensure your child has **access to a working computer**. (contact school if not)

- Make sure they **have the charger handy** if they're using a laptop, and that it's sufficiently reliable to last through heavy usage.

- **Headphones** with a microphone are also useful for video conferences and lessons, especially if your house is a noisier one.

- Communication between you and your child, as well as between siblings who may have to share electronic devices, is also important. To prevent arguments or overlaps on the use of a computer, set up a schedule, giving priority to children who have to participate in real-time, online lessons.

- Setting up a routine… but being flexible - Work out a feasible, comfortable timetable for your child, scheduling set times to complete homework and assignments, so that there is some structure and discipline in their day. At the same time, teachers' online learning plans may change, so be prepared to be flexible with your child's schedule as well.

- Minimizing distractions – Students will need a solid routine. If possible, situate the computer or tablet your child will be using for remote learning in a room without distractions, such as the television or pets who may be distracting.

- It's also useful to set a few ground rules on the use of the internet during periods of remote learning, and clearly separate "learning time" from "leisure time" (social media, online TV, etc.).

- Online safety and positive conduct - Most children are confident users of the internet, but using the internet for fun as they usually do is different from using it from proper learning. Remind your children to behave appropriately online with their teachers and peers as they would in school, and to ensure that all communication is conducted in secure chat platforms.

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

In this section, please set out briefly:

At the end of each school day, the Invictus Education Trust send out a Virtual Lesson Summary, this details all lessons that have taken place, the teacher, year group, start time, scheduled duration, actual duration, students invited, students attended and the media used (microphone, camera, chat facility etc.). The lesson summary lists all students that were absent. This information is shared with the Headteacher, who shares it with the pastoral team, including the HOY, Safeguarding team, SENCO and student support team. When students are absent contact is made to find out the reasons for absence.

- Individual teachers, will check students' engagement with remote education in their lesson.

- If a child is attending but not engaging, contact is made with parents or carers to discuss this a concern. Contact is made through a phone call, email or text message. Initially a phone call, but if no response a text message, followed by another phone call.

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:

In this section, please set out briefly:

- Methods used to assess and feedback on students' work are online discussion during the lesson, questioning, on-line polls, independent GRIT tasks, work emailed into the teacher and online homework and class activities that can be completed on Wise.

- Students will receive feedback on their class work during the lesson (if applicable to the lesson) or in line with the homework schedule for each individual subject. Each teacher will set independent work during the lesson and will set a specific time for this to be completed.

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:

In this section, please set out briefly:

- Key workers will make weekly contact with SEN students to provide additional support and encouragement

- TAs will join virtual lessons and communicate (often using provate chat function within the lesson) to the student and to the teacher

- Small group lessons will take place delivered by the inclusion team to support literacy and numeracy of some SEN students

- The inclusion team monitor attendance of SEN students and contact home when students do not engage in virtual learning

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?

When students are sent home to isolate they have full access to their lessons that are taking place in school. The key differences here are that the teacher has to divide their time by answering questions from the students in front of them and the students at home, therefore this may create a delay in the answering of questions from each group of students.

All classrooms have cameras and microphones so, students at home should be able to experience a lesson through the VP as close to being in the classroom as is possible. Sometimes this is difficult with IT issues, however these are addressed immediately by our vast IT team.