

Remote education provision: information for parents

We wanted to let pupils and parents or carers know 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?

On day 1, work will be set for maths and English, making use of existing websites such as HegartyMaths and Spelling Shed as needed to allow teachers time to adjust their planned teaching to deliver it online. From day 2, provision will be as outlined below.

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 school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, for practical subjects, such as music, art and DT, the curriculum will need to be adapted to focus on theory instead. For other subjects, such as computing or science where specialist equipment or resources may be required to deliver the curriculum fully, changes will be made. For example, science experiments will be by video demonstration, or the order of topics will be changed. For PE, activities that are appropriate for completion at home will be posted in Google Classroom for each year group.

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	4 hours a day, on average across the week.
Secondary school-aged pupils not working towards formal qualifications this year	5 hours a day, on average across the week.
Secondary school-aged pupils working towards formal qualifications this year	N/A

Accessing remote education

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

All teaching will be delivered through the classrooms on Google Classroom. These may then link to other online resources such as HegartyMaths, Kaboodle, Spelling Shed and Kahoot.

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 have a number of Chromebooks that, in these circumstances only, can be lent to pupils who do not have access to a device with a keyboard. Please contact the office on 01725 517348 or email office@cranbornemid.dorset.sch.uk for more information.

- Any families who are unable to access an internet connection can contact the school who will in turn approach the DfE who can help provide equipment to enable this connection to take place.
- The school will not be providing printed materials unless there is not other alternative.
- As all learning is online (in school or from home), all work will be submitted online. If there is the need to revert to printed materials, we will produce a procedure for submitting work accordingly.

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:

Most frequent:

- video/audio recordings made by teachers
- Model answers or examples to demonstrate expected learning and work to be produced
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- recorded teaching from other quality sources such as Oak Academy

Less frequent:

- printed paper packs produced by teachers (e.g. workbooks, worksheets) – these are only used if all other attempts to provide access to online resources have been exhausted.
- textbooks (where these have already been purchased prior to the home learning e.g. homework books)
- reading books pupils have at home where class novels are being studied.
- long-term work that develops over a series of lessons, such as developing an essay answer or completing a research project.

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?

Tutors will be logged in between 8.30 and 8.40 each day and pupils will need to log into their tutor group classroom and send a message confirming they are present and ready for their learning. We will make contact with anyone who does not register in the morning to check that everything is ok.

Pupils are expected to engage with the learning set each day, making their teachers aware if they are stuck or experiencing difficulties, and submitting the work by the deadlines set.

Parental support, for example, setting routines to support your child's education, is invaluable. We appreciate that you will not be able to sit alongside your child throughout their daily learning, but creating a timetable, a space to work, and checking that work set for the day has been completed would be fantastic.

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

Tutors will check that all pupils have engaged in the morning registration session, and contact will be made where a pupil has not registered.

Teachers will monitor work set daily, and message the pupil on the stream or by private message via assignment, when they notice missed work.

On a Thursday, teachers will send a list of the children who are not working in their classrooms to their year leader. If a student is completing some, not all, work then they are not to be included on the list and the subject teacher will monitor and continue to contact through Google Classroom

Heads of year will collate the information on a Friday.

Teachers will be notified whether they need to call/email home (phone call preferably) for any students who are only missing that particular subject.

Heads of year will call/email any parents whose children are not completing work in multiple subjects.

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:

All pupil work that is turned in will get feedback. When using digital platforms, pupils will receive a score for their completed work. For work completed in the Google Classrooms, feedback might be in the form of a score or comment, video giving whole class feedback (as we might do in a lesson) or examples/answers posted so pupils can check their own work. This will depend on the nature of the task.

Pupils need to check the work they have turned in, and respond to feedback from teachers by either correcting answers, or improving the quality of the work as directed. The work should then be turned in again. This forms part of the daily number of hours of teaching provided.

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:

Work provided for pupils with particular needs will be adjusted to enable them to access the learning. This might include reducing the complexity of a task, reducing the amount of work, focusing on a smaller number of core subjects from the curriculum, or making use of different online platforms that are appropriate and encourage engagement. In very exceptional circumstances, suggesting paper-based resources rather than online might be appropriate.

Our teaching assistants are also online in our Google Classrooms and can help guide pupils through their work and respond to questions and problems.

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?

While a pupil is self-isolating, work will be set that aims to provide continuity for when they return to school. Maths and English will be the focus, and more use of HegartyMaths and other online platforms is likely.

For most other subjects, depending on the length of the self-isolation, work will be shared on the Google Classroom that has been covered in school, with a short task, to ensure pupils know what has been covered in their absence. For practical subjects such as PE, music and DT, no work will be set.