



**Sheffield
South East
Trust**



Remote Education: Information for Parents

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 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 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?

Children will follow a suggested, structured timetable (shared regularly with children and parents/carers) mirroring a similar morning to the one that children are used to in school. Flipcharts will be uploaded to classdojo and feedback will be given for work received. Video links will be used to support learning. A morning zoom meeting will be held from the day after being sent home.

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. Learning packs will be sent home which link specifically to the work being delivered. We will use a mixture of live, pre-recorded and video links to teach children throughout the morning. All elements of learning will follow the sequence we would have used in school. In English, we will continue to ensure that we follow a text led curriculum, with the only change being a shorter extract which will focus on a key skill with a clear written outcome each week. This will support children with their metacognition and ensure that as teachers we are aware of the impact of cognitive overload. The wider curriculum will be taught through the home learning menu, curriculum overview and the knowledge organisers.

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 on average across them cohort (This may be less for younger children)
Key Stage 2	4 hours

Accessing remote education

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

All children and parents have accounts for classdojo. This is where all learning will be set for whole bubble closures. Work is submitted on classdojo and feedback is given on classdojo.

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 will aim to issue laptops or tablets to children who may not have sufficient access to a device at home
- Where a child does not have access to a fixed broadband connection, we will aim to issue devices that are either internet enabled through a dongle or, send distribute 4G routers. It may also be possible for us to apply to increase mobile data allowances.
- All children will be provided with a learning pack within two days of the bubble closure
- Work can be returned to school and left to isolate for 48 hours before a teacher will mark and give feedback.

How will my child be taught remotely?

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

- A live registration every morning, with general feedback given to pupils on the previous day's learning, questions to answer and a check in with all children.
- A pre-recorded teaching video will be used for English lessons every morning. This will focus on a text extract and a specific key skill.
- Every morning a physical activity link will be sent for children to complete before their daily zoom.
- A video link following the White Rose Maths scheme will be used every morning for maths work. The lessons are structured in a familiar way for the children and the videos support the completion of learning.
- Every morning a flipchart will be uploaded for 10 in 10 and spelling, with a worksheet activity uploaded to classdojo for children to complete.
- Printed paper packs produced by teachers. These contain all the maths sheets for the week (linked to White Rose Maths videos) and also spelling sheets linked to the work uploaded. A weekly reading text is also included which will support the English lessons.
- Children will be sent reading books from school but can also read any books they have at home.
- A weekly zoom quiz which will focus on the wider curriculum. A stimulus will be provided for this and children will then answer ABCD style questions from home.
- Small group zoom meetings to work on next steps and feedback on learning.
- Curriculum overview and a home learning menu sent home in learning packs with activities to support home learning that are not focused solely on the use of technology.

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?

- Ensure that your children log on everyday to the morning zoom and also the weekly zoom quiz.
- Encourage your children to engage with all the work that is set, whilst also ensuring that they have a break when they need it.

- We do understand that there may need to be a flexible approach at times as to not overwhelm the children.
- Ensure your children have regular bedtimes and that an alarm is set every night to support routines. Get dressed and have breakfast before the morning zoom.
- Keep looking back at the provided timetable for each day to set out expectations and to keep to timings for each lesson.
- Ensure that devices are charged and that your children are able to access classdojo and the links.
- If something is not working or your child is getting frustrated, then stop and change the activity or take a break and come back to it later.
- Allow children to complete the work themselves, but be available to provide help if you are asked.

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

We will keep records to monitor pupils' engagement with remote education, contacting families to share concerns as required, although this will not be tracked on SIMS.

- We will take a register every morning during the zoom meeting and phone/message/classdojo message all families that are not attending after two days of no attendance. If contact cannot be made, then the inclusion team will be notified to follow this up.
- We follow the same protocol as above for any non engagement with learning.

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 work will be acknowledged and checked by an adult who works in school. This may be done through a well done/great work or may be more in depth. Comments will be made to praise and encourage learning as well as making suggestions to support any misconceptions and highlight spellings or punctuation that we would expect children to be able to do. Feedback will be in the form of written feedback on work uploaded to the children's portfolios. We will also video support sessions for children who may need additional guidance with their learning, for example, selecting a maths question and modeling how to solve this by breaking the learning down into smaller steps.

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:

- TAs, supported by teachers, will lead small group interventions or 1-1 work via zoom based on a child's support plan each week.
- Work will be differentiated accordingly via classdojo and additional support or work will be provided on a child's portfolio

- Learning for younger children will be explained carefully via videos and also modelled during the videos. The focus for EYFS will be around language, talking and a huge emphasis placed on stories (these will be read to the children via a video link). Morning zoom meetings will focus heavily on supporting parents/carers with accessing work and supporting them with additional resources/videos and conversations.

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 that individual pupils are confirmed to be self-isolating or shielding due to COVID, Class Teachers will provide access to remote learning activities which will be shared on the school website, including through the uploading of weekly flipcharts. This work will, as much as possible, link to our long-term curriculum plans and the learning those in school will be doing, while remaining manageable for staff to prepare on top of their usual weekly workload. We appreciate that some families won't be able to engage with all the work, and in this case suggest they focus on Maths and English to try to reduce the impact of time away from school on children's core skills. Completed work should be uploaded onto a child's portfolio on classdojo, so that staff can endeavour to view and provide feedback on as much of the student's work as they are able, while balancing their workload in school.

Wherever possible, we aim to teach the same curriculum remotely as we do in school. We will ensure learning packs are sent home within 2 days to support learning. The reason for the possible two days delay is to ensure that the learning printed is carefully linked to what is being taught over the isolation period. Where appropriate, we have made some adaptations in some subjects, for example, the wider curriculum will be taught through the home learning menu, curriculum overview and the knowledge organisers. Video links will be used to support this.