

Template for schools: share information about your remote education

This template is designed to help us – the school leaders - share relevant information with pupils and parents or carers about how they will provide remote education. The information will 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).

Parents 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.

THIS IS A WORKING DOCUMENT UPDATED REGULARLY

Last Updated 01/02/2021

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?

Teachers have set work – using a range of different resources including Sparx, Tassomai and our booklets but via the same platform on Google Classroom. This will be the operational standard during the first week.
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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 – particularly in core/knowledge based subjects in Secondary and in Primary. However, we have needed to make some adaptations in some subjects/phases.
- For example, in Secondary, whilst English, Science and Humanities will largely set work via Google Classroom using Loom/Video software linked to our booklet-led curriculum, Expressive Arts, PE and French will set work largely linked to practical elements and may incorporate some booklet elements where appropriate. Maths will use the Sparx platform to access their work.
- In Primary, the main difference is the input – where there is a blended approach of live teaching for core, Oak Academy and Loom. That said, both Quality Assurance leads are using the DFE Framework to continually assess the provision and Secondary are looking at introducing wider live elements as standard in core.
- Community elements are aspects of all phases, for example, in Primary there is a whole class story session twice weekly in every class and Secondary have appointed a leader to explore community elements.
- All phases and subjects will be set and the expectation is for pupils to complete their work during their allocated lesson time. This follows the usual school Timetable.

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	3-4
Secondary school-aged pupils not working towards formal qualifications this year	5-6
Secondary school-aged pupils working towards formal qualifications this year	5-6

Accessing remote education

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

We will be sharing all resources via Google Classroom (which pupils are used to accessing); we will be using standard classroom booklets alongside videos set explaining the work, we can ensure all pupils can access their lessons in real time. All teachers will be available via Google Classroom – where possible - to answer queries and support children with any barriers to learning. We are considering a blended approach to all phases and Secondary are looking at adding opportunities for live teaching (as standard in core). We all have dedicated staff to support parents with accessing online learning. We can explore the option of sending out a guide/video explaining digital resources.

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:

- All parents request access to remote devices via Katherine Jones in Reception using the email address: reception@cranbrookeducationcampus.org.uk. Publicised via the newsletter.
- Parents collect. They are added to a waiting list which goes to IT Support who works through preparing the equipment. IT advise Reception.
- Parents collect. Reception staff to contact parents with a collection time once available.
- Parents collect. If they do not collect, we ring parents to advise and provide a second time for collection to ensure our families have access to the appropriate equipment.
- We have communicated with parents about free data available and we have

How will my child be taught remotely?

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

See below the list and range of approaches we use to teach pupils remotely – refer to the framework for more detail.

Some examples of remote teaching approaches:

- Google Classroom for all subjects as the communication method to set work and receive responses in all phases. Nursery upload maths, phonics and reading teaching episodes on the campus Facebook page.
- See the framework for detail – but we are using a blended approach of live teaching and recorded learning appropriate to the Key Stages. We use the framework document to improve our provision and introduce considered next steps.
- Printed paper packs are prepared for families really struggling to access online learning (on a case-by-case basis) produced by teachers. We have provided resources and assessment books in Secondary using students' booklet-led curriculum and assessment books.
- Knowledge Organisers have been sent home in Secondary.
- Our campus librarian is updating resources via the website and weekly newsletters with access to reading resources.
- Where applicable, some subjects and each phase may use commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (Greenshaw Academy/Oak Academy).

Extension work is also available and parents have been advised (all phases):

- For additional extension work, pupils can complete their Optional & Target Sparx Maths, Sparx Reader, Numbots, TT Rockstars and complete additional Tassomai quizzes for Science and English (<https://www.tassomai.com/>), access a range of subjects on GCSE Pod (<https://www.gcsepod.com/>) and Oak National Academy (<https://www.thenational.academy/>).

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?

In this section, please set out briefly:

- Our expectations for pupils' engagement with remote education include pupils accessing their learning when it is set for that day/lesson via Google Classroom; engaging with this learning and completing exit quizzes as set. Communicate with your teachers sooner (rather than later) if you encounter any problems.
- Parents can support their child(ren) by ensuring they are setting routines of learning and clear time frames to support their child's education – ideally using the timings the lesson would usually take place and supporting children in strategically organising their day.
- There will be support – where possible - during these set times via Google Classroom/some teachers will be available live. We are continually developing our provision (where teachers can be practicably released to be available), continually revisiting our policies, and considering where live provision will enhance students' learning.

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, we explain how we will track engagement to support productive learning.

- We will use a remote learning tracker (all phases) to check pupils' engagement with their remote education weekly.
- Google Forms for registration purposes have allowed us to encourage access and engagement.
- In Secondary, our Year Group Leaders are leading three live assemblies and Primary are using reading as a way of bringing the class together twice weekly.
- There will be a systemised approach to checking engagement: all pupils who do not engage will receive a telephone call from a team member across all phases to support the family and child. If this still doesn't resolve any lack of engagement, then Heads of Year/SLT will follow up to work closely with the family. Students who struggle to engage will be offered a place in our Essential School is Secondary (where we have reduced uptake) although this is not possible (or safe) in Primary due to increased numbers.
- As with our last lockdown, we will work closely with families who have children working from home and who fall into the vulnerable category/require additional support. Our Inclusion Team and Vulnerable Worker Team will contact any pupils who need additional support on a weekly basis and offer them a place across the campus.
- We have added more live teaching in all phases and, in Secondary, are teaching some students within the classroom from Essential School whilst delivering lessons live - remotely.
- If pupils are not engaging, we can now use our tracker to identify students not engaging (subject by subject) and invite them in to have support with technical aspects of working from home RESET for remote 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:

Feedback and assessment:

- We will use exit quizzes/Sparx and Google Forms to ensure pupils are engaging – some of these forms will include long form answers where appropriate.
- Some subjects will provide whole class feedback (where appropriate) in video form/via Google Classroom/live in core in Secondary. Live lessons where appropriate across all phases.
- Pupils will receive feedback regular feedback (at least weekly). We will continually develop and improve this aspect of our provision as staff become more accustomed with this new style of blended learning. See the framework document for updates.
- We are celebrating engagement via rewards and house points – including certification posted home.

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:

- Regular communication (at least weekly) from our Inclusion Team will support families who are aiming to deliver remote education for pupils with SEND. Our SENDco and Behaviour Lead will coordinate this engagement and we can adapt the expectation of engagement as applicable; work with families to remove barriers to learning; and, at times, liaise with subject leads to adapt or provide alternative provision.
- Primary and reception children are provided with similar high-level T&L as all children. Nursery children do not have a Google Classroom account so therefore their learning is available via Campus Facebook.

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 Tier 5 ends and some pupils are isolating as a result of being a close contact of Covid 19, individual pupils self-isolating will have access to the full curriculum but online via Google Classroom – some teachers in Secondary are able to provide a live dial in opportunity. They will be taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback similar to the current work in place. However, to make this more manageable for teaching staff, a more blended approach will be put in place with Tassomai| Senaca/ SparX being used alongside Loom videos/set booklet work. Much of this work will be automatically marked via digital platforms.