



Government Expectations of Remote Education

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, the government expects schools to have the capacity to offer immediate remote education. All pupils not physically unwell with coronavirus (COVID-19) but who are at home as a result of coronavirus (COVID-19) should have access to remote education by the next school day. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong offer in place for remote education provision.

DfE understands that, thanks to the dedication of teachers and school leaders, the vast majority of schools are already delivering remote education when it is needed and continually improving their provision in line with expectations and emerging best practice. Schools should be aware that any DfE and Ofsted engagement concerning remote provision will always take into account the circumstances of the school and its pupils, including staff absences related to coronavirus (COVID-19).

Note that the expectations set out in this guidance are for schools rather than for individual teachers.

In developing their remote education, the government expects schools to:

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum
- select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If schools do not have an education platform in place, they can access free support at [Get help with technology - GOV.UK \(education.gov.uk\)](https://www.gov.uk/get-help-with-technology)
- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- Overcome barriers to digital access for pupils by: distributing school owned laptops accompanied by a user agreement or contract or providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs

- have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern
- identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education
- publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an [optional template](#) is available to support schools with this expectation

When teaching pupils remotely, the government expects schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and as a minimum:
 - Key Stage 1: 3 hours a day, on average, across the school cohort , with less for younger children
 - Key Stage 2: 4 hours a day

Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of schooled video content. Consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos providing opportunities for interactivity, including questioning, eliciting and reflective discussion
- providing scaffolded practice and opportunities to apply new knowledge
- enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
- using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
- avoiding an over-reliance on long-term projects or internet research activities

Please see below for Summerseat Methodist Primary School's Remote Learning offer on the government template for ease and transparency.

Please also see the 'Remote Learning Policy', which is on the website.

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?

Remote education will be available from the first full day of a school closure. Teaching and learning will be delivered via Microsoft Teams as per our school policies, but this may be a slightly scaled down version of the full provision if there has been little notice or planning time. For example, teachers will still set assignments on Teams, but there may not have been time to produce personalised teaching videos to upload. In the event of a full school closure, children will also be provided with a set of CGP books (or equivalent work books) and a reading book. These can be used in addition to the remote learning set, as directed by the remote learning assignment or as a back up to remote learning, for example, if there is a technical issue or fault.

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, some of our wider curriculum elements cannot be delivered (Forest School, Relax Kids). Lessons where resources are not easily accessible may not be taught as practically or as 'hands on' as they would be taught in school. For example, some science investigations and some practical music lessons – we cannot distribute 30 instruments each week.

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	We expect that remote education (including remote teaching and independent work) will take pupils a minimum of 3 hours each day for KS1.
Key Stage 2	We expect that remote education (including remote teaching and independent work) will take pupils a minimum of 4 hours each day for KS2 pupils.

Accessing remote education

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

Remote learning will be set via Microsoft Teams. Links or direction to other online learning resources might also be provided. For example: Purple Mash, Spelling Frame, Times tables Rock Stars, Cracking Comprehension, Online Big Cat Phonics books, Learning by Questions (KS2) and Oak Academy

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:

Firstly, there are a range of devices which support Microsoft Teams. Computers, laptops, tablets (including iPads), mobile phones and even through a PS4 or X-box (follow the link to set this up: <https://you.be/CiNzN8QxIRI>).

If families do not have access to any of these devices, parents/carers can contact the school office to request to loan a school laptop. We would then ask parents/carers to sign a loan agreement and a laptop can be ready to collect from school within a day. Please note, we only have a limited number of laptops available to loan. Pupils in school will also need to use laptops for learning.

Pupils will also be provided with paper packs and school can provide more upon request if families do not have online access. Arrangements can be made for drop off and collection of any printed materials via the school office.

How will my child be taught remotely?

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

- Work will be set on a daily basis and communicated to children using Office 365 Teams.
- Work will ideally be set by 4:30pm the day before it is expected to be completed but by no later than 8:45am on the day it will take place. (*This is to allow parents to work out schedules for the day if children are sharing devices / print anything that is required and plan for the day ahead*)
- The work for the day will be in line with the Summerseat Steps in Learning curriculum and be closely matched to learning that would have taken place in school. i.e. coverage, topics and English texts
- Each day children will be set activities in line with their usual timetable:
 - English task (*Including 10 min Spelling Punctuation and Grammar task*)
 - Reading task
 - Maths task (*including 10 min Fluent In Five task*)
Maths and English work should be appropriately differentiated in line with usual classroom practice
 - Topic work in line with their usual class timetable i.e. 2 x topic lessons daily (*This may include a well-being activity suggestion at appropriate points*)
- CGP booklets will be sent home for children to complete if there is a whole school closure. These are to be completed as directed by the class teacher or in the instance of any technical issues online.
- Reading books will also be made available and paper work packs offered as needed
- Below is our daily offer to ensure full coverage of the curriculum. The order and structure is flexible as we understand the challenges of working from home.

EYFS / KS1 Home Learning Daily Assignments				
Mon	Tues	Weds	Thurs	Fri
Phonics (Live or pre-recorded)	Phonics (Live or pre-recorded)	Phonics (Live or pre-recorded)	Phonics (Live or pre-recorded)	Phonics (Live or pre-recorded)
English	English	English	English	English
Maths	Maths	Maths	Maths	Maths
MFL	Music	RE	PSHE	Creative Curriculum
PE (Go4It)	PE (Go4It)	Computing	Science	DT or Art
Story time (Live or pre-recorded)	Story time (Live or pre-recorded)	Story time (Live or pre-recorded)	Story time (Live or pre-recorded)	History or Geography
				Shine Assembly (Pre-recorded)
KS2 Home Learning Daily Assignments				
Mon	Tues	Weds	Thurs	Fri
Maths	Maths	Maths	Maths	Maths
English	English	English	English	English
Reading (Live with Yellow group) VIPERS Rotation	Reading (Live with Blue group) VIPERS Rotation	Reading (Live with Orange group) VIPERS Rotation	Reading (Live with Red group) VIPERS Rotation	Reading (Live with Green group) VIPERS Rotation
MFL	Music	RE	PSHE	Creative Curriculum
PE (Go4It)	PE (Go4It)	Computing	Science	DT or Art
Story time (Live or pre-recorded)	Story time (Live or pre-recorded)	Story time (Live or pre-recorded)	Story time (Live or pre-recorded)	History or Geography
				Shine Assembly (Pre-recorded)

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?

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- See that the child has a time and place to do their learning and to give support and help where necessary. It is not the parent's role to replace the teacher or to spend long hours 'teaching' the subject so that the work can be done. The parent/carer should ensure the work is done with care.
- Understand that the use of innovative online technologies enables school to deliver learning opportunities during unprecedented circumstances.
- Encourage their children to adopt safe use of the internet and digital technologies at home and will inform the school if they have concerns over their child's online safety.
- Be aware that school will offer guidance and help them understand how they can best support their children and how to adjust their own expectations.
- Not screenshot/record any teaching and learning completed on Microsoft Teams or share any such screenshots/recordings with anyone else (including via whats app or any other social media platforms).
- Monitor their children's online learning and communication. Uploads of children's work, including photographs and videos, should be appropriate and adhere to the safeguarding policy. All participants (parents/carers and children) in any such photograph or video must wear suitable clothing, as should anyone else in the household. Language must also be appropriate, including any family members in the background.
- Be respectful when making any complaints or concerns known to staff

Staff can expect children learning remotely to:

- Complete the work set by the required deadline and to ask for help when required. Children will be expected to complete their work on whichever online resource/platform the teacher has requested. If children require support from the teacher, have a question/query/concern about the work set, they can communicate with the teacher via Microsoft Teams.
- Children are encouraged to report any concerns they may have to a member of staff.
- Children will conduct themselves in a manner that is conducive to learning.
- Children will ensure they are respectful to other members of the online class at all times, adhering to the school's behaviour for learning policy.
- Children will write in full standard English and not use 'text' language. For example, children should write 'you' not 'u' and use a capital 'I' when writing about themselves, not lower case 'i'. (This applies to children who are of an age and attainment standard to write in full standard English.)
- Children will follow the code of conduct for live and pre-recorded lessons

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

- Staff complete a daily engagement register with a 0-5 scoring system.

Online RAG Ratings				
5	4	3	2	1
No work seen	Minimal work seen	Some work Seen	Most work seen	All work seen
	Most work seen but of poor standard/ lower standard than in class	Most of work seen of poor standard/ lower standard than in class	Most work of good standard/ similar standard to that in class	Most work of good standard/ similar standard to that in class

- Initially class teachers will respond to identify and support with any barriers to engagement. If class teachers see any children who haven't engaged at all, in for two days, they will contact the parent/carer. This will be a supportive call, offering support and guidance if needed. If there is no answer via telephone, this will be followed up by the office. Further contact via telephone, email or home visits will take place with parents/carers if and when necessary.
- This will be closely monitored by the headteacher with phone calls, emails and visits as necessary.
- All communication will be logged on the engagement register.

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:

- Effective marking and feedback can: provide clear feedback to children about strengths and areas to develop in their work; recognise, encourage and reward children's effort and progress; focus teachers on those areas of learning where groups and individual children need specific help; provide a record of children's progress and help parents/carers understand strengths and areas to develop in children's work.
- **Microsoft Teams** marking and feedback should:
 - relate to planned learning objectives or success criteria
 - recognise children's achievements;
 - indicate the next steps on children's learning;
 - at times refer to children's individual targets.

Microsoft Teams marking and feedback will be written by the class teacher and will usually be completed daily (before 8:50am the following day).
- **CGP books** will be discussed/feedback provided as and when questions are set, via Microsoft Teams.
- **Reading diaries**: teachers will comment on return to school, but diaries should have daily comments from children and parents/carers during the school closure.
- **Spelling Shed** is marked and feedback provided immediately by Spelling Shed.
- **Learning By Questions** (LBQ) is marked and feedback provided immediately by LBQ.

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:

- Inviting vulnerable pupils into school, when advised by the government, to support them in school.
- Ensuring SEND and EHCP 'resource packs' are sent home to families, additional to the general offer, specifically meeting the needs of requirements of Learning Support Plans and EHCPs.
- Loaning IT equipment support remote learning, when appropriate and necessary.
- Setting bespoke, differentiated learning objectives and assignments to meet individual needs.
- Providing additional one to one remote support, when available, by a member of staff (supporting by giving additional feedback, prompts and questioning...)
- Completing review meetings remotely (EHCPs/PDRs/Early Helps etc). • Allowing a more flexible timetable with more practical assignments.

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?

- If a child is fit and well, they should be in school, learning in class.
- If a child is unwell, with Coronavirus or any other illness, meaning they are too unwell to be in school, there is no expectation for them to complete any home learning.
- If a child is self-isolating, but feeling well in themselves, a full schedule of work will be set on Teams from day two. For the first day, children should access the following:
 - Any assignment set on Teams by the teacher (understanding on day one the full offer will not be available)
 - CGP Book One reading comprehension / reading book
 - CGP SPAG book
 - Times tables rockstars
 - Spelling shed
 - Purple mash activities linked to current topic
- If the class bubble/whole school is closed due to one or more positive cases of Coronavirus or a national lockdown, the class teacher will lead home learning via Microsoft Teams, setting specific learning tasks each day (*See earlier sections*)