

## **Remote education provision: information for parents at Stepgates Community School**

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.

### **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?**

We will make daily contact with parents/carers per class via Teacher2Parents / personal teacher email accounts in the first instance, in the form of a typed message with learning tasks being emailed and staff offering the option to collect printed materials from school. In EYFS, we will continue to communicate via Tapestry, with online teaching and assignments too being issued in this format.

#### **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 for periods of prolonged school closure. Where pupils with additional learning needs are being taught remotely, more personalised learning opportunities are provided along with support.

### **Remote teaching and study time each day**

#### **How long can I expect work set by the school to take my child each day?**

For pupils at Stepgates Community School, the majority of whom are of school age, we will:

- set assignments / learning tasks so that pupils have meaningful and ambitious work each day in a number of different subjects;
- set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum provide on average, three hours a day across the school cohort.

## Accessing remote education

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

Pupils, parents and carers are able to access work for remote learning through a variety of formats. In the first instance, work will be issued via email or as physical paper copies to those pupils who need it. Daily correspondence in the form of a written message will outline expectations, tasks being set and will signpost to various online platforms where appropriate with pre-recorded materials from external providers being utilised. Once further systems are established, in the form of G Suite for Education, school staff will record teaching inputs and make these readily available, as well as continuing to make best use of recommended 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:

- Where required, we will provide any printed materials that pupils will need to access their learning entitlement and school staff will ensure to support this arrangement;
- If 'home learning' tasks are completed by pupils using printed materials, school staff will collect the previous weeks' worth of written materials on collection of the new following weeks materials being picked up. These materials will then be put into 'quarantine', marked when appropriate and followed up.
- School staff have applied for additional support for resources from the government. When hardware arrives at school, issuing of these materials will be in line with the criteria as set out in the following documentation:  
<https://www.gov.uk/government/news/new-remote-education-support-for-schools-colleges-and-teachers>

### **How will my child be taught remotely?**

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

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

## 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 addition to our annual home-school agreement, parents and carers are responsible for the following points if remote learning is required:

- Set a clear routine with each child using the timetable and the daily learning set;
- Read all communications that come out from the school to ensure they are fully aware and up to date with news;
- Support their children to complete all of the learning set, and request additional support from school through written email contact if required;
- Ensure courtesy and politeness to any member of staff within any communication;
- Provide access to the learning offered for their children;
- Support their children by submitting work as requested / emailing the teacher pictures of completed work for assessment and feedback.

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

- Each piece of work, when submitted remotely is "turned in" is monitored.
- Feedback on specific work tasks submitted will at incremental times throughout the week be provided, with English and Mathematics tasks taking preference.
- Google Classroom will be monitored daily and teaching materials uploaded for home learning access by 8:00am each day.
- Where work / task are incomplete at the end of the school week, a member of school staff will be in contact via telephone in the first instance, or if unsuccessful, by email, with the children / parents and carers to offer additional support.
- All learning will be acknowledged when submitted remotely by their class teacher/s and 'returned' to confirm its receipt.

### **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 will be used as valid and effective methods, amongst many others. Our approach to feeding back on pupil work will be through written commentary, either via Tapestry / Google Classroom, email correspondence or verbally.

Although 'live' in school face-to-face teaching is not possible for all pupils, the use of regular assessment of pupils learning' will enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

When providing all remote learning from Stepgates Community School, we act in accordance with the related documentation: <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

## **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 our curriculum offer, we acknowledge that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and in doing so, school staff will work with families to continue the provision of a broad and ambitious curriculum.
- In EYFS, we will continue to communicate via Tapestry, with online teaching and assignments too being issued in this format.

## **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?**

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, Stepgates Community School is able to offer immediate remote education. Through teaching materials issued, both offline in the first instance, before moving to remote opportunities, personalised curriculum coverage is sequenced and of high quality so it replicates the learning being taught in school. Materials too, are linked to our year group curriculum expectations. All year groups will be taught via a planned and sequenced curriculum, which will continue to build knowledge and skills. New learning opportunities for content will be readily explained and tasks assigned will be meaningful and based upon a culture of learning.