



EMMAUS

Remote Education Provision: Information for Families

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Remote education provision: information for families

This information is intended to provide clarity and transparency to families 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?

Individual pupils self-isolating

- Parents of children on the Read Write Inc programme will receive an email with links to learning videos in line with what they would learn in school.
- Children who have to be sent home from school to isolate, will take paper copies of work home for the first 2-3 days of their isolation. This may be linked to what will happen in school or may be a revision pack or a text book.
- There will be tasks posted on the google classroom with links to eg Maths Mastery.
- Children will be encouraged to use Times Table Rock Stars, The Literacy Shed and BBC bitesize.

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 where resources are required that are not accessible at home eg Art, Music.
- Occasionally it might be necessary to use national on line resources eg Oak Academy to support the teaching of some topics.

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:

Foundation 1 and 2	A minimum of 2 hrs per day
Key Stage 1	A minimum of 3 hrs per day
Key Stage 2	A minimum of 4 hrs per day

Accessing remote education

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

- Google classroom is our online digital platform for remote learning. The majority of the work will be through this. All children have school emails and passwords.
- Times Table Rock Stars. All children from Y3-Y6.
- The Literacy Shed. All children from Y1-Y6.
- Read, Write, Inc phonics. The lesson link is sent via email.
- BBC bitesize website.

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:

- The school collected initial data on family device and data needs using a questionnaire.
- The school's Safeguarding and Pastoral Leader coordinates allotting devices and supporting parents with extra data.
- The staff signpost parents in need of help to the Safeguarding and Pastoral Lead.
- Families can request paper packs of the work, these are delivered to their homes.
- Any work can be either photographed and emailed or returned to school, or collected when the next work pack is distributed.

How will my child be taught remotely?

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

- Live teaching (online lessons).
- 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 families should provide at home?

- The school expects all children to engage as far as possible with live lessons and with all tasks if they are well enough to do so.
- Families to regularly read and respond to communication from the school.
- Submit work electronically where possible.
- Contact school if you need any help at all.
- Support the schools guidelines for live lessons.

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

- The class teacher will monitor engagement daily.
- Any concerns around engagement will be followed up by a text, to see what if any the barriers are, to joining the lessons.
- Emails would be sent if there is no response to the text.
- Telephone calls would also be used.
- Doorstep visits would be another option.

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 can be given in a variety of ways depending on the task:

- Whole-class feedback on a previous task can be given during a live-lesson - teachers identify main areas of strength or weakness/next steps and feedback to pupils at the beginning of the following lesson. This may include a short task at the beginning of a session.
- Feedback given to the whole-class as a message in the Google Classroom stream.
- Individual feedback given as a private message through the google classroom stream - this may be in the form of a positive comment and/or a question to support, consolidate or challenge an individual pupil.

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:

- Each case is individually assessed based on need.
- SENCO liaises with parents and class teachers.
- Remote learning is adapted to meet needs of pupils, also considering home-circumstances and parental confidence.

This may look like:

- Personalized paper work or work books sent home.
- Adapted tasks set for individual pupils on the Google Classroom.
- Where appropriate, during a lockdown, a place in school for SEND pupils who are considered vulnerable.
- Pupils who have an EHCP will be offered a place in school if appropriate.

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?

Foundation Stage 1 and 2

- For FS2 children, daily Read Write Inc Phonics videos, which can be played on a smart-phone, sent to parents via text message in line with the learning that would be happening if their child were in school. The expectation is that the parent will watch the video alongside their child and encourage interaction with it.
- Work packs will be posted out as soon as possible.
- A suggestion of activities will be emailed to the family.
- Staff will be available via email for communication with parents to provide support and/or feedback.

KS1

- Daily Read Write Inc Phonics videos, which can be played on a smart-phone, sent to parents via text message in line with the learning that would be happening if their child were in school. The expectation is that the parent will watch the video alongside their child and encourage interaction with it.
- Access to appropriate printed resources.
- Staff will feedback in a timely manner as soon as possible and be available via email for communication with parents to provide support and/or feedback.
- Where appropriate, access to online and offline resources and teaching videos linked to the school's curriculum expectations.

KS2

- Access to online and offline resources and teaching videos linked to the school's curriculum expectations.
- Access to appropriate remote education resources, for example, printed resources, such as work packs where there is a lack of internet access or IT devices in the home.
- Where children are able to access the internet for online remote learning, interaction between staff and pupils will be possible in order to give feedback.
- Where children have had access to printed resources, staff will feedback in a timely manner as soon as possible and be available via email for communication with parents to provide support and/or feedback.