# Template for Schools:
# Share Information about your Remote Education

This optional template is designed to help school leaders share relevant information with pupils, parents and carers on how they will provide remote education. This information should be published on school websites by 25 January 2021 to support pupils, parents and carers' understanding of what should be expected during periods of school closure or pupil isolation, relating to coronavirus (COVID-19).

This is intended as an example template and school leaders can choose to use the most appropriate format for their setting. We recognise that not all questions will be relevant to your particular school and there may be additional information you wish to include. For example, special schools may want to include additional questions around access to wider support services that children and young people would normally receive in school, such as therapy sessions.

Schools 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.

# Remote Education Provision: Information for Parents

This information is intended to provide clarity and transparency to pupils, parents and 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?

In this section, please describe briefly what remote education provision you will make available immediately. This may include, for example, sending pupils home with workbooks to complete independently in the first instance.

### 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?

Please see below some statements that may be helpful. In this section, **please delete all statements that do not apply, and add details if appropriate:**

- Remote live learning sessions are taking place via Microsoft Teams. Team lessons are matched to the learners' timetable to avoid minimum disruption to home life.

- We teach the same curriculum remotely as we do in college wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, with practical sessions, we may have to include scenarios for learners to work through and explain their actions.

- Live timetabled lessons may include an element of 'off-screen' time. For example, a lesson which is timetabled for 2 hours may include a mixture of live discussion or delivery, followed by off line time for a short research activity, and a return to live online for feedback.

- We feel it is important to maintain a varied learning experience for the learners, making their online experience as close as practically possible to their face-to-face sessions

# 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 working) will take pupils broadly the following number of hours each day:

| Foundation to Level 3 | Hours will match the established timetable |
|---|---|

# Accessing remote education

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

- Live remote learning lessons will be delivered though Microsoft Teams.

- Microsoft Teams is part of the Microsoft Office365 account that all learners of Coventry College have access to.

- Microsoft Office365 was introduced to all learners during their college induction in September 2020.

- To support the live lessons, learners have access to online resources to support their learning on the college's digital learning platform, Moodle.

- Moodle supports the uploading of class notes, PowerPoints and other relevant resources, including hyperlinks, videos and quizzes. Moodle is also used to enable learners (where appropriate) to upload assignments and receive feedback.

- As with Microsoft Office365, learners were introduced to Moodle during their college induction in September

## 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:

- A survey has been distributed to all learners to establish if there are any access needs to equipment and or internet connections.  Tutors have followed up these results by contacting learners individually.

- Learners can apply to their tutors for a college laptop

- The college is following the government guidance regarding the allocation of college-issued laptops

- If applicable, learners are contacted and advised of a specific time that they can come into the college to collect a laptop.

- Arrangements are in place that will allow learners who have no equipment or connectivity to attend the college on a Monday, Tuesday and Wednesday, from 10am until 3pm

- These learners can attend online lessons using college PC's and are supported by the college's Learning Support Team.

- Laptops are being issued under the digital poverty guidelines. We are currently trying to source more equipment. These will be issued on an individual, case-by-case basis, not first come first served.

- Printed work will be posted out to learners and similarly, learners who wish to submit work and do not have access to online systems can post work to the college. The Reception is open to receive deliveries, Monday, Tuesday and Friday.

- All government Covid guidelines are in place for any learners attending college during the current lockdown.

- Anybody attending the college during the current opening hours is given the opportunity to have a Lateral Flow Covid Test.

## How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- live teaching (online lessons)

- online learning objects from the Blended Learning Consortium

- printed paper packs produced by teachers (e.g. workbooks, worksheets)

> - textbooks and reading books pupils have at home
>
> - commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
>
> - long-term project work and/or internet research activities
>
> - Content delivered via third party platforms, such as BKSB (English and maths) and Clickview (video content covering a variety of subjects)

# 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:
>
> - It is expected that all learners will attend all remote learning sessions as they would a lesson within the college.
> - Parents should support the learners to access the classes as stated on their normal timetable, and will be contacted if learners are absent without notification. Parents should ensure that their contact details are correct and up to date.
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## 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, please set out briefly:
>
> - Attendance at all scheduled remote lessons will be closely monitored in the same way as face-to-face would be monitored.
> - Any areas of concern will be acted upon within the same day within contact being made to the learner and if appropriate, to the parent/carers or guardian.
> - All actions are recorded on ProMonitor
> - When required, actions will be escalated and a call made to parents/carers or guardians

## 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:

In this section, please set out briefly:

- It is an expectation that all teachers will include formative assessment within their lessons; this may take differing formats including online quizzes, polls or surveys, whole class feedback and individual questioning.  Mock assessments may take place within online submission of written work.

- Feedback on summative assessments will comply with the colleges current Marking and Feedback Framework.

## 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:

- The additional Learning support co-ordinators are in contact with all learners and parents under SEND. Collaborative decisions are made about the best options to ensure that full engagement continues. Each learner will be contacted twice a week by the co-ordinator or a wellbeing coach to ensure personal wellbeing is monitored alongside the curriculum contact.

- All learners unable to access at home will attend Mon – wed 10 -3 to engage in lessons with the support needed

## 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?**

Self-isolating learners will receive the same provision as indicated above.