

Remote Education Statement



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?

In the event of a bubble closure, children will be sent home with hard copies of work - we have purchased CGP workbooks for English and Maths. To ensure that children are confident with online learning, we have spent computing lessons using Class Dojo and Google Classroom. Class teachers have also set homework on this so that children can use this platform at home and share any problems they experience when using it. Therefore, children's remote education will be able to start immediately. We have sent all of our families letters to see if they have access to computer devices at home and now have a list of children who do not have access to a computer/ laptop/ ipad. For the families that do not have devices, chrome books will be sent home with the children so that they can access online learning during their bubble closure. If children are already at home self-isolating, a chrome book will be dropped off by a member of staff.

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, if children do not have access to the resources needed, like in science or art lessons, the curriculum will be adapted whilst children are learning at home and the lessons or skills missed will be visited when the children return to school.

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 hours per day. DFE minimum expectation is that primary school children should be spending 3 hours per day completing work set by school.
Secondary school-aged pupils not working towards formal qualifications this year	N/a
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Accessing remote education

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

In your child's reading record, they have their username and passwords for our online learning platforms as well as log ins for websites which we subscribe to as a school. Children have been taught how to use these platforms and are consistently using them in the classroom and to submit their homework.

Class Dojo

At AWEPA, we use ClassDojo. ClassDojo is a school communication platform that teachers, students, and families use every day to build close-knit communities by sharing what's being learned at home through photos, videos, and messages. ClassDojo has been certified by iKeepSafe, an FTC-approved COPPA Safe Harbor, for compliance with their COPPA Safe Harbor program. ClassDojo does not ask for, or require, children to provide personal information beyond that which is reasonably necessary to use ClassDojo. Information collected from students is never used or disclosed for third-party advertising or any kind of behaviorally-targeted advertising, and it is never sold or rented to anyone, including marketers or advertisers. To ensure that only children from AWEPA can access their ClassDojo account, the children have their own private QR code which allows them to log into their class page. The children keep the QR code private and do not share it with anyone else.

Google Classroom

At AWEPA, we also use Google Classroom. Google Classroom enables teachers to create an online classroom area in which they can manage all the documents that their students need. Documents are stored on Google Drive and can be edited in Drive's apps, such as Google Docs, Sheets, and so on. But what separates Google Classroom from the regular Google Drive experience is the teacher/student interface, which Google designed for the way teachers and students think and work.

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:

- A survey has been sent out to all families to find out who has devices at home. We now have a list of families that will be provided with a device in the event of a bubble close. This device will be sent home with the children, or if the children are already self-isolating at home, then it will be delivered by a member of staff.
- If your household does not have an internet connection, hard copies of work and workbooks will be sent home for your child. Hard copies of work will then continue to be delivered throughout the time of self-isolation.
- Pupils will submit their work online via Class Dojo or Google Classroom. If pupils do not have internet access, the hard copies will be collected in by teachers, marked and then feedback given.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- powerpoints and resources created by teachers for the lesson input
- 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

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?

- We have tried as a school to ensure that children feel confident to access remote education independently. However for our younger children in reception and year 1, they will need adult support. We have created 'How to guides' for parents and parents will receive weekly phone calls to check how the family are and if they need any support. If parents find the remote learning too challenging, then hard copies of work packs can be arranged.
- Class Dojo is being solely used by EYFS as this is the easier platform to navigate.
- We recommend that children have as much structure throughout the day as possible, as this will make the transition back to school life easier once the bubble reopens.
- The DFE's minimum requirement for children's time spent learning at home is 3 hours per day.

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

- Teachers will check children's work and engagement every day. Children using the online platforms will submit their work online to their teacher. Teachers will provide children with feedback via the online learning platforms and support the children throughout the day.
- Teachers will note any children that are not participating with the remote learning and contact families directly. Teachers will then be able to help support families with remote learning/ provide hard copies of work if needed.

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:

- Via online platforms, children will submit their work and teachers will mark this and provide feedback to the child individually.
- Like our usual practice at school, each piece of work submitted will be assessed and feedback given.
- If children are using hard copies of work, this will be collected in by the teacher and marked. Teachers will collect this work when delivering a new work pack, or collect in at the end of the bubble closure and provide children with feedback then.

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:

- Working with families to deliver remote education for pupils with SEND:
 - SENDCO is available to support all families
 - Learning and resources are differentiated to the needs of the child
 - Hard copy of work given if this is best for the child
 - Practical home learning tasks provided
- Working with families to deliver remote education for younger pupils, for example those in reception and year 1
 - Children will be using Class Dojo for remote learning
 - Practical tasks given and all tasks tailored to the needs of the children
 - Hard copy of learning given where necessary/ more 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?

If your child is off school self-isolating, they will receive work like they would if it was a bubble closure. Their work will be uploaded onto the online platforms and teachers will mark, assess and feedback daily. The teacher will set the same learning as what the class are receiving to ensure that there are no gaps in the child's learning. If you do not have a device at home, one will be delivered by a member of staff. If your family does not have an internet connection, then hard copies of learning will be delivered and also collected.