

EQUITAS ACADEMIES TRUST



Remote Learning Guidance

January 2021

This document should be read in conjunction with the following appendices:

- Chilwell Croft Academy Remote Learning Policy
- Aston Manor Academy Blended Learning Policy

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?

Children and Students are able to transfer immediately to remote learning through Microsoft Teams and Firefly or Seesaw. Teachers will set appropriate work for their classes via these programmes; this will include live lessons, pre-recorded lessons and appropriate resources to ensure that learning continues in line with the normal sequence of learning.

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 will teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make adaptations in some subjects. For example, in more practical subjects such as Physical Education and Design Technology we may need to deliver differently or use specialist programmes.

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 | 3 hours a day on average across the cohort, with less for younger children |
| Key Stage 2 | 4 hours a day |
| Key Stage 3 and 4 | 5 hours a day |

Accessing remote education

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

For Primary children we will use Seesaw and Microsoft Teams.
For Secondary students we will use Firefly and Microsoft Teams.
We will use a combination of live lessons, pre-recorded lessons, worksheets, tasks and activities.

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:

We have supplied over 200 laptops to children and students across the Trust to help them with access to remote online learning. If your child is still unable to access the resources online, in the first instance please contact your child's teachers to discuss further. We have also supplied paper resources and work packs to supplement this.

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 (Oak National Academy lessons, video/audio recordings made by teachers)
- 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

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?

All students are expected to engage with remote learning and those not engaging will be followed up by their teachers to identify any barriers and to establish what further support is required. The following guides have been produced to support remote learning:

- Chilwell Croft Academy Remote Learning Policy
- Aston Manor Academy Blended Learning Policy

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

A register will be taken by the teacher for all live lessons and absentees will be followed up regarding their non-attendance.

Parents will be informed regarding lack of engagement with remote learning. There is an expectation that parents/carers support their child in ensuring that they engage with the work that is set by their teachers.

Class teachers, Heads of Year and the attendance and pastoral teams will follow up any concerns with student engagement.

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 pupils' work is as follows:

- Live lessons enable the teacher to obtain feedback from students in the same way they would in the physical classroom
- Feedback via Seesaw and Firefly will be given to children and students regarding their progress and areas for development. This can take the form of written feedback. This feedback will be in line with the school policy which means that the student will receive regular feedback from teachers in school.
- All children and students will receive at least weekly feedback from their teachers.

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:

The Special Educational Needs Coordinator in each academy will:

- Support teaching assistants to provide appropriately pitched activities for targeted SEND children.
- Monitor the engagement of targeted children on Seesaw/Firefly and interacting with them to promote engagement, via likes and comments on their work.
- Maintain contact with target children and their families via telephone, at least weekly.

In addition children and students classed as vulnerable will be invited to attend school as per the DfE guidelines.

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?

High quality learning will be set via Seesaw and Firefly that is in line with the work that would be being covered in the lessons. Where it is practicable to do so, the lesson being taught in school will be live streamed (via Microsoft Teams) for your child to access at the same time as they would normally access the lesson should they be in school. Paper work packs and books will also be made available to ensure that children and students have access to all subjects and activities.