



The Swallowtail Federation of Church Schools

Swallowtail Federation Remote Education Information to Parents

This is a summary for the federation; more detailed information can be found on each school specific page of the website.

Remote education provision: information for parents

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

As much as possible a child's remote tasks will be set in line with what their peers are completing in class. As part of weekly planning, consideration will be taken into how tasks can be transferred to be accessed remotely. Alongside this, website based resources that focus on core skills will be used i.e. TT Rockstars, Reading Eggs.

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, Oak Academy videos would be used to deliver subject areas in place of in class teaching.

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	Year R – 2 hours
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	Year 1/2- 3 hours
Key Stage 2	4 hours.

Accessing remote education

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

Tapestry and Google Meet (EYFS/KS1)

Google classroom and Google Meet (KS2)

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 remote access survey has been completed on each site to help us identify families that don't have access.

Where families do not have a device they can request a loan by contacting the school office. A loan agreement will be need to be signed by the parents for insurance purposes.

Where families require support with digital data, we have accessed this through Vodafone.

Where a parent raises an issue with accessing remote learning due to skills required, the class teacher will offer a 'one off' session in school to support or a 'live' demonstration session.

If the none of the above are suitable then paper based work will be provided.

How will my child be taught remotely?

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

- Live teaching/live meetings. Live sessions are offered by class teachers at Sutton and Catfield. They are used for both teaching new concepts and wellbeing check-ins.
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets). These are used only where pupils are unable to access the digital platforms.
- 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?

- Pupils are expected to engage daily and complete the tasks set for the day. The tasks are planned taking into consideration the government expectations of hours. Parent's/pupils are asked to contact class teacher's if the work is taking more than the expected hours, so tasks can be adjusted.
- Parents are expected to ensure their child completes their remote learning daily. Tasks are planned to be as independent as possible but we ask parents to ensure their children have access to what they need and are safe when working online. We also ask parents support their child with engaging in their daily check in.

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

- Class teacher's will check engagement with remote learning daily. This will be through work uploaded to digital platforms and engagement in live sessions.
- We will monitor this engagement over the week. Where there has been no or limited engagement, class teachers will email/call parents directly. If this continues to be a concern this will be escalated to a member of the SLT.

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:

- Pupils will receive daily feedback for the work completed, including suggested next steps. This will be through the digital platform specific for that class.

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:

- Tasks are planned individually for SEND pupils, taking into account their specific needs.
- Many of our pupils with SEND are invited to come into our school sites and can therefore be supported as they normally would be.
- Where pupils have specific emotional needs and are working at home, additional welfare communication takes place offering outside agency support as required.
- For our younger pupils, we recognise that extra scaffolding is needed. We have taken this into account with our planning, ensuring additional teaching videos/live teaching sessions are used which allow this to happen.

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 possible, tasks will be set in line with their peers in class. This will include teaching videos as well as independent tasks. EYFS and KS1 pupils will access this through Tapestry and KS2 pupils through Google Classroom. Class teachers will have daily contact either through email or the learning platform.