

# Torfield School



## Information for parents and carers on provision for remote education.

January 2021

## **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.

The pupils at Torfield have a wide range of specific needs which means that they need individualised planning and support to enable remote education. While the information in this document sets out the whole school expectations remote learning will be different for every pupil at Torfield. As a result during periods of remote education Class Teachers will use Class Dojo to contact parents and carers to provide the support needed to ensure that the remote education provided meets each pupil's needs, and enables them to make progress.

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?**

Teachers at Torfield are currently planning lessons in such a way that, should pupils have to be sent home, pupils can be provided with activities which directly link to the learning taking place in the class room. This might include links to online resources being used as a stimulus in class or simplified versions of activities which can be easily replicated remotely.

In addition to this class-specific remote learning each child can be given a workbook of core subject activities suitable for their attainment.

## **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, in maths our lessons are often based upon specialist resources whereas remote learning will be modified to use resources more readily available in the home.

## **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 three hours each day and up to four hours per day for our older pupils.

## **Accessing remote education**

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

All online tools and digital platforms will be shared using Class Dojo. Microsoft Teams will be used for live teaching and for catch up meetings between pupils and teachers.

### **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 and also that other pupils may not be able to easily access online learning without significant support and that a significant number of our pupils find online remote learning difficult because they do not associate using home devices for school work. We will contact parents and carers daily to discuss their child's needs and will take the following approaches to support those pupils to access remote education:

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- If pupils do not have access to a suitable device for home learning they should contact the school office who will explore ways one can be provided.
- Parents and carers can collect, or in many cases the school will deliver, printed copies of remote learning.

## **How will my child be taught remotely?**

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

Individualised remote learning means that pupils will benefit from a range of approaches.

Some examples of remote teaching approaches include:

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- live teaching (online lessons)

## **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 aspire for all of our pupils to engage with at least three hours (and for older pupils who are able, up to 4 hours) of remote education daily, but we recognise that this can present a significant challenge for many of our pupils and their parents / carers who are supporting them. We understand that our pupils all require significant additional support at times to access and complete tasks set. We understand that this is a huge challenge for some families and this is why our home learning team will remain regular contact. .
- We expect that all parents and carers will engage with their class teachers to ensure that we can offer support in delivering remote learning.

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

- Class Teachers will use Class Dojo to regularly contact parents to find out how each pupils is progressing with their remote learning and if any further support is required. Any concerns will be discussed with the parent or carer. We ask that all parents and carers will engage with their class teachers to ensure that we can offer effective support in delivering remote learning. We are expected to keep a record of pupil engagement in remote education – where a pupil is struggling with this, we will record where parents have communicated this to us.

### **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:

- Examples of work submitted using Class Dojo will receive daily feedback
- Paper-based work will receive weekly feedback.

## **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 is likely to differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school. Our principle will remain that wherever possible, the curriculum being taught at school will broadly match the activities set for a self-isolating pupil.

### **If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

When a pupils is self-isolating our approach to remote education will be broadly the same as that described above. We understand that sometimes pupils who are self-isolating may subsequently become ill and then work will not be set or expected to be completed. We also understand that sometimes a test result will mean a pupil can return to school more quickly than anticipated. We will try to minimise any disruption to learning as much as possible.