

## **Information about remote education**

This document is to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).



## **JGA Remote Education Provision: information for parents**

This information is intended to provide clarity and transparency to pupils and parents/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**

When a pupil is required to isolate and the school is required to provide remote education, the first day or two of being educated remotely might look different from our standard approach whilst 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?**

For the first day of the remote learning, pupils will receive a message on Dojo informing them of the steps to take. The first day or two, work will be uploaded on Dojo for Primary pupils and Microsoft Teams for Year 6 and Secondary pupils. Madrasah and Hifz will also send a Dojo message and operate via Zoom.

### **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 the timetable, for example, we will have a short break between lessons.
- We may reduce the time spent online by setting independent work on which feedback is given in the next lesson (see our Blended Learning policy)
- We will issue a timetable for the pupil/class where adaptations are needed.

**Remote teaching and study time each day. How long will work set take to complete, what will be the mode and method of delivery each day**

Key Stage	Mode	Time	Delivery Mode	Method
Key Stage 2	Madrasa and Hifz	8.10-10.20	Dojo and Zoom	Hifz pupils will have a time slot.  Madrasah lessons on Zoom and work may be uploaded on Dojo.
	School	Up to 4 hours of remote provision between 10.40-4.00.	Zoom and Dojo for Years 3-5 Microsoft Teams for Year 6	The school day will consist of a mixture of live instruction, or the use of a video for the exposition of the lesson by the teacher and then tasks to complete and independent learning time as well as enrichment tasks.
Key Stage 3 and 4	Madrasa and Hifz	8.00-10.30	Dojo and Zoom	Hifz pupils will have a time slot.  Madrasa lessons on Zoom and work may be uploaded on Dojo.
	School	Up to 5 hours of remote provision between 10.50-4.00	Microsoft Teams	This will be a mixture of live teacher instruction for the lesson, use of video resources, uploaded worksheets/tasks for completion, and offline time where the teacher for each subject will follow their pattern of Blended learning.

## **If my child does not have digital or online access at home, how will you support them to access remote education?**

We recognize that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Parents must ring the school on 0116 2627745 to inform us of any issues accessing devices or the internet. Where a pupil has restricted access to live lessons, we will arrange for pupils to receive worksheets/tasks via Dojo that can be completed offline. In the event of very restricted access, printed materials in the form of a learning pack will be made available for pupils – this work which will need to be returned to school for marking.

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

We use a combination of the following approaches 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)
- recorded teaching/videos (e.g. Oak National Academy lessons, etc)
- printed paper packs produced by teachers in exceptional circumstances
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research and enrichment 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?**

- Teachers will expect pupils to take part in all the lessons provided. If a child is absent for any reason, the parent must contact the office.
- We ask that parents look at the remote timetable the school has shared for your child and follow the daily routine. Parents can support pupils but not do the work for them.

## **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:

- Teachers will check that the set work is being handed in online and provide feedback where relevant.
- If your child is not returning work, we will contact the parent via Dojo and/or phone call. Dojo accounts must be monitored by parents.

## **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. We will use a range of assessment methods including verbal questioning in live lessons and checking work on Teams.

## **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.

## **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, but the rest of their peers are at school, how will their remote education differ from the approaches described above?**

As far as possible, we will provide a similar routine of remote education to these individual pupils, involving blended learning. They will follow the same subject timetable as far as possible as the pupils who are at school.

There may be some lessons where work/tasks are uploaded to the digital platform (Teams/Zoom/Dojo) for completion, rather than live instruction but teachers will be checking that work is being completed.