

# **Remote Education Provision: Information for Parents**

Livingstone Academy,  
Bournemouth

## Introduction

This information is intended to provide clarity and transparency to students 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 students are self-isolating, please see the final section of this page.

## The remote curriculum

### What is taught to students at home?

A student'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 on the first day or two of students being sent home?

If and when a school closure is announced, the Executive Director of Learning will detail when Distance Learning will commence. This will depend on the lead up time the school is given. We predict that even at very short notice a full distance program will start by Day 2.

### 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 small adaptations in some subjects. For example, some Science experiments will need to be conducted on the student's return. Some assessments may be adjusted slightly to make them more appropriate for distance learning.

## 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 students broadly the following number of hours each day:

<b>Key Stage 1</b>	As per DfE guidelines: 3 hours a day, on average, across the school cohort, with less for younger children. This could be synchronous and asynchronous. We will set work where most of our students would finish in around 3 hours a day. Some students may finish quicker and some may take longer.
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<b>Key Stage 2</b>	As per DfE guidelines: 4 hours a day, on average, across the school cohort. This could be synchronous and asynchronous. We will set work where most of our students would finish in around 4 hours a day. Some students may finish quicker and some may take longer.
<b>Key Stages 3 and 4</b>	As per DfE guidelines: 5 hours a day, on average, across the school cohort. This could be synchronous and asynchronous. We will set work where most of our students would finish in 5 hours a day. Some students may finish quicker and some may take longer.

## Accessing remote education

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

Students will access all their class materials and assignments via Google Classroom.

### 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 students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

- Younger students are issued a school tablet, which they will be asked to take home in the case of school closure to allow access to all resources.
- Older students will use their school Chromebook.
- Families should contact the school office if they are unable to provide Internet access at home. We have partnerships available that offer low- and no-cost data options for families meeting certain criteria.

### How will my child be taught remotely?

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

- During any period of self-isolation your child will be able to access the content and activities for each lesson on the platform listed above. The lessons will be held following an adaptation to their regular timetable and will involve contact via Google. Students will be able to interact with their peers and their teachers and complete their work, either synchronously or asynchronously. When we are fully online, the lessons over Google Meets are created, designed and delivered to specifically cater for the online environment.
- Students should continue to reach out to teachers in the usual way for support.
- The nature of the Google Meets session and its frequency will vary depending on the programme, age of the student(s), subject area(s) and what is being covered at the time. In some cases, students may attend a Google Meets

lesson. In other cases, the session may be, but not limited to, a conference with the teacher, collaboration with other students in the class, a Q&A session or direct teaching of a concept.

- Students should continue to reach out to teachers for help and clarification via email or in the agreed manner. When students are at school, email communication is possibly less used than when students are working from home, so it is important that students check email regularly. Counselling support and learning support provision will continue, and meetings via Google Meets can be arranged by emailing the support staff member directly.
- Depending on the subject, assessments may be able to be completed at home, or in the case where this is not possible, the assessment will need to be delayed and rescheduled for when the student returns to school. There may be some materials that need to be sent home so that the students can continue with their work, such as in Visual Art. If this is the case, the school will send the needed materials home via post.
- School leaders oversee the content of the Google Classes and spot-monitor any live online classes taking place.

## **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 expect all students to check in with their teacher at the scheduled time for each of their classes and to engage with the work set as applicable. If students are ill or require other arrangements, parents should contact the school as per policy. Guidelines and tips for parents about remote learning can be found

here: <https://livingstone.academies.aspirationsacademies.org/wp-content/uploads/sites/15/2021/06/Distance-Learning-PDF.pdf>

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

We are committed to monitoring our Remote Learning Plan and student experience. The tools used for monitoring may include, but are not limited to:

- Data on student engagement from digital learning platforms such as Google and EdPuzzle.
- Feedback from students, parents, and teachers help us understand how the plan is impacting student, family and teacher experiences, and to provide information on what improvements we might make going forward.
- Review of Google Classroom postings as a form of monitoring engagement to support teachers and students in aligning learning to the Remote Learning Plan.

### **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. Others may be comments or suggestions for improving work submitted. Some assessments will continue as planned but others may be rescheduled until the students return to school; this will be determined by the teacher, taking into account the programme requirements and subject-specific requirements.

Students should continue to reach out to teachers for help and clarifications in their usual way of communicating with their teacher. Counselling support and learning support provision will continue as well as pastoral checks.

## **Additional support for students 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 students, for example some students 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 students in the following ways:

- Students who receive additional support for EAL or Learning Support, will continue to do so. Each student's provision is student specific - please reach out to our SENCO.
- Resources and assignments will be on Google Classroom.

## **Remote education for self-isolating students**

Where individual students 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 students 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?**

During the period of self-isolation for those students, our remote learning provision will be as follows:

- Lesson information and resources will continue to be posted on Google Classroom at the beginning of each scheduled lesson, as per current practice.
- Students, provided that they are well, should continue to follow their distance learning schedule while working from home.
- Students will also be expected to attend a regularly scheduled Google Meets session per subject each week. Sessions will be determined by the classroom teacher. The structure and content of each session is determined by the individual classroom teacher.