

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 the entire TLG Centre 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?

TLG Centre staff will contact home via a phone-call or text messaging to check you are ok, to make sure you understand what is happening and to begin to plan for your child to learn at home. During this time, if your child can get online, they can also access their individual English and Maths learning on Skills Forward, Century Tech or other learning websites that they use regularly in the Centre.

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, where pupils do not have access to the same resources at home as they do in school.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

This will vary according to each pupil's individual circumstances and needs. Staff at the TLG Centre will speak to parent and carers about the individual arrangements and expectations for their child.

Accessing remote education

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

They will access remote education through an online platform. This might be Google Classroom, Class Dojo or Teams. As we all become more experienced in teaching and learning in this way, we may move from one platform onto another. TLG staff will make sure you know what platform we are using, how to access this and if there are any changes.

Your child will also continue to use online learning tools that they use regularly in school. These may include:

- Skills Forward
- Century Tech
- Times Tables Rock Stars
- Accelerated Reader

If your child is having any problems accessing any of these, or any other resources, please let staff at the Centre know.

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:

- When we check in with you we will ask whether your child has access to a suitable device that can be used for learning at home
- Where suitable devices are not available at home, and where possible, we lend laptops or tablets to pupils. TLG staff will make arrangements for this when they check in with you.
- When we check in with you will ask whether your child has access to the internet at home. If not, and where possible, we will provide devices that enable an internet connection (e.g. dongles)
- Staff will post or deliver printed materials to your child if they do not have online access and will make individual arrangements for how your child can submit their work.

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 (e.g. 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
- regular check-ins using online meeting rooms or phone calls

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 that your child will do their best to engage with the remote learning set for them by the TLG Centre and that parents and carers will do what they can to support this.

However, we do understand that there are many reasons why this might be difficult and we want you to feel able to talk honestly and openly to TLG staff about how this is going.

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

- Where we are using online learning platforms (e.g. Google, Dojo, Teams) we can see the work your child uploads and can check their engagement through this.
- We will check in with your child at least once each week (usually more often) via phone, text messaging or an online meeting.
- We will also check in with parents and carers regularly, in the same way we would if your child was attending the Centre. If your child is not engaging well with their remote learning, we will let you know and talk together about whether there is anything either the Centre or you can do that will help with this.

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:

- Staff will monitor your child's progress through the reports built into our online learning tools and through looking at the work they have handed in.
- Staff will provide regular, brief feedback to individual pupils through messaging and comments functions built into the learning platforms.
- Staff will continue to mark key pieces of your child's work in the same way they do in-Centre and will provide feedback that allows your child to respond. This will include written notes and prompts.
- Staff will use some of the time within regular check-ins to discuss progress and feedback.

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:

- We know your child and their learning needs well and are used to planning work for them in-Centre that takes account of their needs as an individual. We will continue to have this in mind when planning work for your child to complete remotely.
- When we check in with you, we will ask you how much and what type of support you are able to give your child with their learning at home. This will help us plan the sort of work that they will be able to access.
- We will regularly check in with you on how remote learning is going and can change and tailor our support as needed.

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?

If your child is not in school because they are self-isolating, their remote education will be very similar to the approaches described above.

Differences may include:

- Less 'live' teaching and more teacher-set activities – this is because staff will be delivering lessons to pupils still in school.
- Your child's learning may all be coordinated by one staff member – this is because one member of the staff team may be looking after pupils who are learning remotely while others continue to work with pupils attending the Centre.