



In Transform Trust, we are committed to securing the best learning outcomes for our pupils through a **blended learning approach**. This means that the same broad school curriculum will be delivered whilst pupils are in school or if local restrictions require pupils to isolate or remain at home.

This information is intended to provide clarity and transparency for Transform pupils and parents/carers about what to expect during **remote education**.



### What is remote education?

Learning that takes place at home or away from school. Pupils will be supported by school by engaging in age and stage appropriate learning tasks, often with the use of technology to support connection, feedback and active participation.

### What should my child expect of remote education in the first day or two of pupils being sent home?

On the first day of isolation, a member of school staff will make telephone contact to explain how your child will be supported during their period of self-isolation or local restrictions. The school will check whether an adult is able to support at home and if your child has access to stationery and learning resources required. This may include access to technology. Schools will work families as much as possible to ensure they have all of the equipment they need.

High quality learning resources are available for immediate use on the Transform Trust Community webpage. You can access these by visiting [www.transform-trust.co.uk](http://www.transform-trust.co.uk)

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



- **Early Years:** Up to 2 hours per day
- **Key Stage One** (Years 1 and 2): Up to 3 hours per day
- **Key Stage Two** (Years 3, 4, 5 and 6): Up to 4 hours per day

School staff will maintain regular contact with you and your child whilst working from home. Children with special educational needs or a disability will be contacted individually.

### **Who can I contact if my child is struggling at home?**

If your child is struggling with their work or struggling to access their work, you can contact the office who will inform your child's class teacher to contact you to offer support.

Office: 0115 915 0180

If it is a safeguarding issue, please contact school and ask to speak to a DSL. This will be either Mr Crosby or Miss Bradley.

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

Edale will use Showbie to provide online remote education. Your child has been using this successfully in school to practise in case of a lockdown.

### **How will my child be taught when they are working at home?**

During a period of remote learning, we aim to provide a curriculum that is as close as possible to the curriculum your child would receive in school. Children will receive daily lessons in maths, reading and writing. Where appropriate children will also receive daily phonics sessions. Children will also experience regular sessions in history, geography, science, RE, PE, PSHE, art and music.

Children will be taught this curriculum in a variety of ways:

- Recorded teaching: teachers will record lessons or provide links to recorded lessons to teach content to children.
- Showbie will be used to set daily teaching sessions that broadly mirror what your child would receive in school.
- Printed paper packs produced by teachers (e.g. workbooks and worksheets)
- Textbooks and reading books pupils have at home (e.g. CGP Workbooks)
- Websites supporting the teaching and learning of specific subject or areas, including recorded video clips and sequences (e.g. Oak Academy, BBC Bytesize etc.)

## 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 children to engage with all the work they are set on Showbie.
- We expect all children to complete any tasks they are set in their paper packs.
- Please support your child by encouraging positive routines with regards to school work during lockdown:
  - Encourage your child to keep to their school routine of waking up and getting ready as if they are at school.
  - Encourage your child to read their reading book every day for at least fifteen minutes.

### 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. We recognise the importance and impact of praise and feedback so your child's work will be celebrated throughout this period.

- Teachers will use the various feedback tools on Showbie to provide feedback for all work. This may be scores, emojis, written comments or audio recorded comments.
- Teachers will also make use of whole-class quizzes to assess confidence with the material that has been taught.
- Your child will receive a minimum of one audio comment in maths and writing per week.
- Teachers have been instructed not to give feedback to work after 4pm. Work submitted after 4pm will receive feedback the following day.

### How will you work with me to help my child who needs additional learning needs to access remote education?

In Transform Trust, our motto is **Together We Achieve** and 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 will provide differentiated work and pre-organised learning packs to continue to support Provision Map/IEP/EHCP and curriculum targets
- Ensure that there is a continuation in a child's provision where possible for example, virtual small group interventions. This will support the connection and relationship between school staff and your child.
- Provide further support to both parents and children with SEND, where needed, to enable children to access the learning through online communication platforms or telephone communication
- Continue to liaise with all agencies supporting individual children and attend any prearranged meetings during this time i.e. TAC meetings or annual reviews
- Continue to meet their statutory obligation with regards to the Code of Practice and legal time frames, with particular reference to EHCP applications and annual reviews.
- Seek feedback from parents with regards to confidence of delivery of personalised learning activities and provide support where necessary