



An All-Through Muslim Independent School

FOR BOYS AND GIRLS AGED 3-16 YEARS

EYFS - PRIMARY - SECONDARY

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 entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the details provided below:

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

Answer: 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. However, we will try our level best to make it a seamless transition between what the pupils are learning in school to what they learn remotely. We will provide the following for a pupil or a group of pupils who are required to self-isolate due to COVID-19:

- ✓ **Individual home learning provided (English, Maths, Topic & Islamic Education).**
- ✓ **3-4 well-being sessions/phone calls during period of self-isolation.**
- ✓ **Provide a designated Q&A time weekly.**

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?

Answer: We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, removing a subject from the timetable. Parents will be notified should there be any changes to the curriculum.

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

The school will set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum;

EYFS	1 hour per day
Primary Phase; Key Stage 1 & 2	3 hours a day, on average, across the school cohort
Secondary Phase; Key Stage 3	4 hours a day, on average, across the school cohort
Secondary Phase; Key Stage 4	5-6 hours for pupils working towards formal qualifications.

How will my child access any online remote education the school is providing?

Answer: Your child's class teacher will provide you with further information on how your child will access remote learning. For example, Tapestry, Study ladder, IXL, Doctor Frost, Google Classroom and other platforms.

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

Answer: 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:

- Provide links to reasonable priced devices and encourage households to purchase them as it is a beneficial investment for the future, especially during circumstances like the current global pandemic.
- Provide printed resources such as textbooks and workbooks.
- Provide platforms which can be used in the form of an app making it easily accessible via a mobile phone device.
- A member of staff will provide instructions and further information via a phone call where required.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

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

What are the school's expectations for my child's engagement and the support that we as parents and carers should provide at home?

Answer: Since schools closed to the majority of pupils during the first lockdown in March 2020, there has been a huge increase in teachers and parents/carers working together to support children's learning at home. Before lockdown, parent engagement was important in every school but following the move to remote learning it became mission critical. Therefore, we expect all pupils to be fully engaged and committed during the period of self-isolation and continuous parental engagement is strongly emphasised for the progression of the pupil.

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

Answer: Depending on the level of self-isolation (stated in the contingency plan) the school will provide well-being calls, check engagement on the online platforms, provide a form of assessment e.g., a quiz at the end of the week and give either oral or written feedback on a regular basis.

Where there is a concern with the pupil's engagement, the school's safeguarding and pastoral team will take further and necessary steps where required.

How will the school assess my child's work and progress?

Answer: Feedback can take many forms and may not always mean extensive written comments for individual children. For example, individual/whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. We will provide feedback on a weekly basis during any period of isolation.

Pupils with particular needs; How will the school work with me to help my child who needs additional support from adults at home to access remote education?

Answer: We recognise that some pupils, for example 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. **E.g., Providing more learning links, designated time for demonstration and Q&A, intervention sessions dedicated for your child.**

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

Answer: 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.

- Provide a guidance letter
- Provide a self- isolation learning pack.
- Provide tasks on online platforms.
- Provide a daily timetable.
- Provide online learning links.
- Provide safeguarding information.
- Provide a well-being journal.
- Provide regular well-being calls.
- Provide a designated Q&A time.
- Provide a form of assessment weekly.
- Provide feedback on progression at the end of the week.

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