

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 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

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?

In the first instance you will need to go to Oak National Academy and begin to work through the English and maths of the year group that your child is in.

On Day 2 of the isolation period, the class teacher will email you a Google Hangout for you to join at either 9.00am or 9.30am or 10.00am in the morning and go through the learning with you and your child. In the email there will be links sent out to the relevant learning via PDF on the email we have on file for you. At 1pm there will be chance to come back on the Hangout with the teacher and discuss any issues with the learning from that day.

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. During a single bubble closure, the learning will be maintained in line with the other year groups learning so the children are able to come back at a similar point. However, we have needed to make some adaptations in some subjects. For example, (science- not being able to use the lab.) PE for example will be links to the FA PE Facebook page for skill an exercise that can be done at home with minimal equipment.

During lockdown we will teach a modified curriculum focusing on retrieval-based activities for the first 6 weeks in mathematics as we can ensure that all children have foundations in the learning they can then apply when they are back in the classroom. This will be a blend of teacher filming videos and using the links on Oak National Academy.

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 pupils broadly the following number of hours each day:

Key Stage 1	3 Hours
Key Stage 2	4 Hours

Accessing remote education

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

The video calls in the morning will be done via Google Hangout.

Phase 1 and 2 will email all links to the parents email we hold on Bromcom.

Phase 3 and 4 will use Google Hangout in the morning and then operate within Google Classroom for the rest of the day.

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:

We will call each child that we have not engaged with throughout the day. If they do not have technology at home then we will seek to allocate them a device from our limited stock. Any device we send home will have a user agreement with it that will need to be signed.

During the calls we will speak to the parents and the children and ask how we can best support them in their circumstances.

We will deliver work packs to children who do not have access to technology in the home or who are struggling with being able to access the learning.

For children with specific learning needs we will ensure that there is a tailored learning pack sent home to the child.

How will my child be taught remotely?

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

In this section, please list the range of approaches you use 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.

Live Google Hangouts (video calls) at the start and end of the day to go through the learning and to help with any questions.

Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) these will be sent as links in the email we send in the morning.

Printed paper packs produced by teachers (e.g. workbooks, worksheets); these will be used as appropriate for families.

We will make available any resources such as workbooks and pencils to anyone who would require them.

We encourage the use of the CBBC programmes for children to supplement their learning or if they are having trouble with accessing the learning we send to them.

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 where it possible for all children to engage with the home learning. We recognise that there are working parents at home who will also need to work alongside their child.

The aim of the work we send out is that there should be minimal adult involvement- the recorded videos allows the children to pause and watch at their own pace.

If parents would like support in working with their child we offer the opportunity to talk to us during the morning or afternoon video calls. As well as this, we encourage parents to contact the teacher via the year group email or by ringing and speaking to the front office so that we can then get back to you.

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:

Engagement will be done daily, through the video calls, phone calls or the video call at the end of the day. This is then tracked internally.

Any child we haven't heard from (or from their family) within 2 days will then receive a call from a member of the inclusion team. If after that there is still no engagement, then a safe and wellbeing check will be undertaken to see how we can help. It is worth noting, however, that staff may come and see children on an ad hoc basis to see how they are getting on.

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:

In this section, please set out briefly:

Children can email any work into the teacher for them to look at throughout the day.

In Phase 3 and 4 feedback is instant as the children are completing the work they are can submit it and then the teacher can review it.

Any work packs we send home we are happy to look through and offer 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:

Any child who has been identified as SEND will have a specific work pack sent to them to meet their needs and the requirement of the EHCP. This will be monitored weekly by the SENDCo and the Inclusion team. They will also be a part of the learning set each day by the class teacher- in certain specific cases the learning will be different than that of the rest of the class. The class teacher will instruct the child/parents in these cases and guide through what needs to happen.

There will be weekly phone calls by the team and weekly physical safe and well check to ensure the family are doing ok and that the child is completing the learning.

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?

Each self isolating pupil will have work emailed to them each week to be completed throughout the week. There will be a 3x phone calls made each week to the child to see how they are getting on from a member of the class team.

For younger children, the work will be focused on fine motor skills, retrieval of phonics and mathematics.