

Remote Education Provision



Information for Parents

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 if 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 event that children are expected to access immediate remote education, such as a national lockdown or a bubble closure, children will be provided with a paper pack of work to complete independently, on the first day. The paper pack of work is to allow time for teachers to produce clear planning to ensure effective implementation of remote learning. The initial paper pack of work will focus on practice and consolidation, based on the teacher's knowledge of the children (assessment for learning). Children are then expected to share their completed work, so that teachers can provide feedback. Children may also be directed to the Oak National Academy lessons or other quality educational websites.

In additions to the paper packs, Reception children will receive a selection of flash cards to be used to allow children to interact with live lessons. The flash cards will consist of letter sounds, including digraphs, CVC words and numeral flash cards.

In addition to paper packs, KS1 children will receive a selection of flash cards for parents to use with children which will include common exceptions words, high frequency words, phonics flash cards linked to current phonics programme, as well as days of the week for year 1 and times tables facts for year 2.

Teachers will deliver a live lesson via Microsoft Teams, the day after a national lockdown or bubble closure, to explain the remote learning provision for the duration of the school/bubble closure period and to ensure all children can access Microsoft Teams effectively, providing technical support where required. The next day, the teacher will deliver a live Microsoft Teams test lesson, which ensures the children are effectively equipped to navigate and use Microsoft Teams effectively. Additionally, during days one and two, well-being phone calls will be made to families to outline the format and expectation of remote learning and e-safety aspects of the Microsoft Teams protocol (previously issued to parents), as well as to provide support and reassurance to parents and children. During this phone call, parents and children will be given a timetable outline of their live lessons, individual reading sessions and, where necessary, pre-teaching and intervention sessions, which will include links to the targets of pupils with SEND.

Following this, live lessons will resume, which will be closely matched to the planned sequence of learning they would have received had they been in school, following medium term plans, where possible.

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 will need to make some adaptations in some subjects to ensure that remote learning is as effective and accessible as possible. For example, we will prioritise objectives/units that we are able to teach remotely and those which will be suited better for face to face teaching, once the children return to school.

We will base these decisions on the resource implications required to effectively teach each unit/objective.

Subject leaders will liaise with teachers to review curriculum coverage and identify where gaps in coverage arise, by completing a Curriculum Objective Gaps Analysis, with a focus on non-negotiable objectives. Any objectives not covered will feed directly into the long term curriculum plans to ensure that children do not miss out on aspects of their 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 pupils broadly the following number of hours each day:

Primary school-aged pupils	2YO/Nursery – Up to two hours per day
	Reception – Up to two hours per day
	KS1 – Up to three hours per day
	KS2 – Up to five hours per day

Accessing remote education

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

We use Microsoft Teams for children to access live lessons and resources, along with uploading their work to their teacher. Each child has their own individual Microsoft Teams login credentials. Parents can contact school, if they require technical support, which will initially include a phone call to establish the technical support required, followed by, where necessary, an online technical live lesson to equip parents with the skills needed to support their children in accessing live lessons. Marvellous Me will be used as an online communication tool between parents/carers and teachers throughout the lockdown or bubble closure.

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:

DfE laptops will be provided for those pupils who meet specific criteria. If parents feel that their child will require the loan of a school laptop to access their online learning, please contact your child's class teacher via Marvellous Me.

We have a limited number 30gb data SIM cards, which are available for those families, who do not have an internet connection and/or only have limited data.

If families are still experiencing issues with digital or online access at home, we will provide paper packs of work, which will mirror the work given in live lessons, where possible. This will be agreed by the Headteacher. Whilst adhering to the school's risk assessment, parents/carers can pick up paper packs of work for their child on request from the class teacher, via Marvellous Me.

How will my child be taught remotely?

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

Some examples of remote teaching approaches we will use include:

- A copy of a weekly timetable for each class will be uploaded to Microsoft Teams and Marvellous Me. Teachers may put daily reminders on Marvellous Me about times for live lessons.
- Each phase will provide the following daily live lessons:

EYFS – Phonics, English and Maths (wider curriculum activities are available through Microsoft Teams files)

KS1 – English/Phonics, Maths and wider curriculum

KS2 – English, Maths and wider curriculum

- We will use daily live lessons, whereby the teacher will deliver an input to the children, via Microsoft Teams, before asking them to complete an activity or piece of work independently. In some cases, teachers or support staff will stay online for an extended period of time or create breakout rooms, in order to provide support.
- In some instances, pupils will be directed to pre-recorded lessons, either via their own teachers or lessons from high quality educational websites such as Oak National Academy lessons.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, may be used to support pupils' learning.
- Those children who need to access paper packs of work will be contacted by telephone to be supported with their learning. The content of the paper packs will be linked to the live lessons. This ensures that children have access to the same curriculum provision.
- As part of remote learning, your child may be invited to attend a live pre-teaching or intervention session, aimed at supporting them in their learning journey and/or a reading session, where children will read to another member of staff. These interventions may be delivered by the child's class teacher or a member of support staff. For children with SEND, additional sessions are timetabled during the school week to provide support for those children with individual education plans.
- At Brougham Primary School, we adopt a tiered approach to interventions. Tier 1 involves teachers delivering explicit lessons and instruction with the essential principles of teaching being applied. Tier 2 and 3 interventions may also take place. Where it is clear that an individual is experiencing particular difficulties or for those with pupils with SEND, these pupils can be identified for extra teaching/ intervention as would be the case now. Teachers and /or support staff will be used to support small groups of pupils where this is appropriate. A break out room or a separate session may be set up by the teacher to invite identified pupils. They would access the intervention classroom in the usual way and the day, time and link for these sessions would be communicated to parents in advance. Sessions may be curriculum focused or focused on social and emotional skills. These may be scheduled on a weekly basis to the same group of pupils in set sessions. Your child's class teacher will inform you when/if your child is required to attend one of these sessions.

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?

It is expected that parents/carers will ensure their children fully engage with remote education. This includes attendance and contribution to live lessons and the uploading of completed work. If you are having any issues with remote learning, please contact your child's class teacher via Marvellous Me.

Parental support will include:

- Ensuring your child follows the daily routine set by the class teacher
- Remaining contactable throughout the lockdown/bubble closure period in case school try to contact you via phone (ensure that school have the most up to date contact details).
- Contacting your child's class teacher if you or your child has any questions or concerns.
- Ensuring your child completes work set
- Support children in uploading completed work so that the teacher can provide feedback, where needed.
- Ensuring children are familiar with the protocols for remote learning by reading the 'Protocols for Virtual Teaching' guidelines.
- Whilst we understand that some parents will be working from home, we would hope that parents will take an active interest in their child's work

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

Teachers will be logging the pupils' attendance and engagement in each lesson each day. This information will then be submitted to their team leader and the school attendance officer for analysis each week.

In the first instance, if teachers feel that a pupil is not engaging with home learning they will contact parent/carers to try and overcome any barriers and put an agreed goal in place for the following week. If, after this intervention, a pupil continues not to engage with any form of home learning, teachers will inform the Headteacher or Deputy Headteacher, who will then contact parents/carers to try to resolve any issues.

Persistent failure to answer calls from school, attend lessons or engage in remote learning may result in a referral to external agencies, such as local authority attendance officers, social care etc.

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:

Feedback may include:

Verbal feedback

- General comment to the whole class in response to the work completed
- Sharing key examples as they appear at the start of the next lesson.
- Address any general misconceptions as required within the next lesson

Written feedback (Subject to change with guidance)

- A minimum of 1 detailed comment made to each pupil each week regarding the work they have uploaded and work in the lessons that they have completed (not every single piece of work just key items)
- 1 general comment on the class page to encourage all pupils to engage in their remote learning and thanking parents as needed

One Note, a feature of Microsoft Teams, may be used for children to complete work and for teachers to provide either written feedback or recorded verbal feedback

In addition to providing feedback to children's work, we will also assess the children's understanding by using low stakes assessments, such as Kahoot to create quizzes etc so that teachers can adapt their teaching and plan for any gaps in learning that are identified.

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:

- The Lead Practitioner of SEND, Miss Tyerman, monitors provision, class and intervention timetables and engagement for all children with SEND. This includes tier 2 and tier 3 interventions, IEP work and engagement in remote learning.
- Miss Tyerman will be available for parents to contact if they have issues regarding any children with SEND, who are struggling to access remote learning. She will work together with parents, class teacher and pupil to make adaptations as required to ensure that all pupils have full access to remote education.
- Parents/carers of pupils with SEND will be contacted twice per week (once by the child's class teacher and once by a member of staff known to them). You will be offered support with home learning, if required.
- Teachers can ask for the Lead Practitioner of SEND to make additional phone calls, provide support in adjusting provision and/or suggest/provide access to one to one support for children have anxiety surrounding remote learning.
- The School's Mental Health Support Team (Alliance) continue to work with children who have been identified as having an SEMH need.
- Well-being (PSHE) sessions are timetabled into each week for all children to support mental health and these sessions are not academic.

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 the rest of the pupils are in school and your child is self-isolating, but is well enough to complete school work at home, you will receive a document which outlines the learning objectives that will be covered while your child is isolating, including websites that can be used to access resources. You will also receive a paper pack of work, which links to the objectives the rest of the children will be taught during the child's isolation period.

Where it is relevant, your child will be invited to join in the lesson with the rest of their class, virtually.