



Broadmayne First School Remote Education Information for Parents

January 2021

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 in the event of self-isolation

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 day of being sent home, the school will not provide online learning whilst we prepare for the move to remote education
- We will contact parents to inform them of our plans moving forward
- The school will provide online learning from the second day of absence

■ **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, particularly those that require specialist resources, such as science. Where possible, we set similar activities based on key skills, such as cooking or forest schools. These are optional.

Remote teaching and study time each day

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

The government have stated that they 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

For our school the time could be spent as a mix of online engagement, work sheets, live teaching, independent work and reading.



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Accessing remote education

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

The school uses the following online tools and platforms - this is not an exhaustive list, and teaching staff will often direct you via links to other areas:

Tapestry (mainly for Reception class)

Google Classroom

Times Tables Rockstars

Oxford Owl

Odizzi

Phonics Play

Developing experts -science

Bbc bitesize/teach

White Rose Maths

■ **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:

- The school has a limited number of Chromebooks that we can lend to families to support online learning at home - please contact Mrs Collings to discuss this.
- If you need printed materials contact your child's teacher directly
- Workbooks and resources are available from the school - please speak to your child's teacher
- If children do not have online access children can submit work by dropping it off to school at any convenient time in school hours

● **How will my child be taught remotely?**

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

- We provide live lessons, often taking the form of an introduction to a lesson or smaller group work
- We direct children to links to recorded teaching - sometimes from the staff at school and sometimes by others
- The use of high quality educational videos
- The use of printed materials produced by our staff
- The use of commercially available printed materials
- The use of reading books provided by the school
- The use of commercially available websites supporting the teaching of specific subjects



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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?**

Our school expects that:

- Children engage every day with the live online registration
- Children complete all work set across the day
- Parents and carers support children to access online learning
- Parents and carers support children to follow the routine and timetable set by the school as far as possible
- Parents and carers inform the school if for any reason children cannot access online learning on any day
- Parents and carers work with the school to ensure children can access learning (and any individual personalisation that may need to take place)

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

- The school will check every day that children have engaged with online learning
- In Tapestry this will involve the use of 'likes', engagement with posts and posting from home
- In Google Classroom this will take the form of attending live lessons and meets; engaging with online learning tasks, and turning in work set

Where engagement is a concern the school will:

- Contact parents directly if we have had no engagement by the second day
- Visit the family home if we fail to make contact - this will be treated as a safeguarding issue
- If there are no safeguarding concerns, we will endeavour to contact parents to discuss what further support we can provide to help online engagement - this may be practical help in the form of devices or help with improving access to the internet

■ **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:

- Each year group has communicated separately with parents their approach to feedback
- This will vary according to the needs of each year group and the children within them
- We use a variety of approaches - sharing mark schemes for marking at home, individual responses to work turned in, weekly formative feedback highlighting 'next steps' for the following week, live feedback during Google Meets.



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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 may be able to offer 1:1 or small group live lessons
- We can provide personalised printed materials
- We can advise on how to modify online learning to support these pupils

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?**

In the event a child is self isolating when the majority of their class is in school, our remote education offer will differ from what we have described above.

- Work offered will be a day behind that offered in school - this is to enable staff the time to upload whilst teaching a full class
- Access to some subjects will be limited due to availability of resources etc
- Children will still have access to what is offered within school wherever possible, and certainly within the core subjects
- There may be more limited access to interactions with staff, as they will be teaching in class

Please bear in mind, all of the above is for guidance. The aim of the school is always to work alongside our families to ensure the best possible outcomes for our children and we recognise that this may sometimes mean we offer something different to what was originally planned, particularly as most school closures do not happen in isolation to wider concerns.

The most important thing is to keep in touch so we can support and help wherever possible.