



**HARRIS GOUGH**  
F E D E R A T I O N

**Remote Education Provision  
at Baschurch CE (A) Primary School  
and Myddle CE Primary School**

This optional template is designed to help school leaders share relevant information with pupils and parents or carers about how they will provide remote education. The information should be published on school websites by 25 January 2021 to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

# **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 event that children need to self-isolate suddenly, remote education provision will made available immediately on the school website, where we have created a COVID HOME LEARNING section. This may include, for example, some links to online learning websites, or they may be sent home with work or books if we are able.

### **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. For example, PE, music, art and design. For each subject, teachers will adapt the lesson so that the objectives can still be achieved at home, bearing in mind that every household has different expertise and resources.
- Children in mixed year group classes will still be taught following the objectives for their own curriculum year group.

## **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 expects each child to be set a minimum of three hours remote learning each day.

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Reception and Key Stage 1	<p>3 hours.</p> <p>This should be broken down into very small chunks, a lot of which will be practical, use real-life resources and situations.</p> <p>Your teacher will indicate to you which aspects of the work are most important to keep up with. This will be, for most cases, the phonics and the maths. You must try and keep pace with these to ensure that your child is in line with expectations and with the rest of the cohort when they all return.</p>
Key Stage 2	<p>3 hours +.</p> <p>Your teacher will indicate to you which aspects of the work are most important to keep up with. This will be, for most cases, the English reading, writing and the maths. You must try and keep pace with these to ensure that your child is in line with expectations and with the rest of the cohort when they all return.</p> <p>Your teacher will provide a broad spectrum of learning opportunities for all the other subjects during the week. They will encourage a variety of learning styles such as practical, written, oral, video, outdoor, indoor.</p>

## **Accessing remote education**

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

School Website

Zoom – Live lessons, lesson introductions, worship, feedback

Class Dojo – individual feedback and messages to parents

YouTube

White Rose Maths

Ruth Miskin Phonics – Read, Write, inc

Jane Considine Literacy

BBC Bitesize

### **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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- We are able to lend laptops to pupils, and parents or carers can contact the school office to request this if they have no devices at home or several children who cannot share one device at home.
- pupils can access any printed materials needed if they do not have online access or the teacher has requested it. These will be placed in the school foyer for you to collect. You can also collect paper, glue or your workbooks if the teacher has left these for you. Please contact the office prior to coming so we can have it ready for you.
- pupils can submit work to their teachers via class dojo or show their teachers on their daily Zoms. However, if they do not have online access then the teacher will make a weekly phonecall to you to ensure that you are ok, on track and find out if there is anything we can provide you with.
- In some cases, you child will be offered a place in school in the vulnerable pupil category.

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

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

The range of approaches you use to teach pupils remotely.

Some examples of remote teaching approaches:

- live teaching (online lessons) via zoom. This may be the start of a lesson or the full lesson, depending on the subject matter.
- Live feedback sessions via zoom from the class teacher or telephone calls if children are unable to engage on line.
- Digital feedback via Class Dojo.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)
- Live whole school worship

## **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?**

In this section, please set out briefly:

- Our expectations for pupils' engagement with remote education is set out by the class teacher on their home learning page and varies depending on year group. We expect engagement with all live Zoom Sessions provided by the teacher. We expect work set to be completed and submitted via Dojo or email. We do not expect or require children to work for more than 3 hours a day, but there will be enough work to do so if required.
- Our expectations of parental support: we appreciate that many homes have children in different year groups doing different work, and also adults trying to work from home. We have been mindful of this and tried to ensure that after listening to the teacher input, the children can complete their task with minimal adult input. We would ask that you set routines to support your child's education, make sure they have a space to work and help them to break the day into manageable chunks with breaks or practical learning in between the heavier tasks.
- We expect parents and carers to contact the school if they need additional resources, stationery or equipment.
- We expect parents and carers to let us know if their child is struggling or if there is a reason you are not engaging or completing tasks.
- We expect parents and carers to support the children with emailing or submitting work to Dojo for the teacher to check.

### **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:

- We will check pupils' engagement with remote education daily via responses on class Dojo, engagement on Zoom sessions and / or emails. The teacher will message parents via class dojo. If we do not get a response via this medium, we will telephone you.
- We will take action where engagement is a concern as it presents a safeguarding concern if we have not heard from children daily, just like when they are in school. You must inform the teacher or school admin if there is a reason you will not be engaging. We are required by the Local Authority to record engagement figures. Children who are not engaging without a plausible reason will be flagged to the Education Welfare Officer, who will contact you directly to see if there is anything that can be done to support you.

## **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:

- the methods we will use include Class Dojo, photographs, email, telephone calls, automatic marking by digital platforms, Zoom quiz, questioning or testing.
- pupils will receive feedback on their work in most cases daily. If you feel you have not been responded to in a timely fashion, please contact us.

## **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:

In this section, please set out briefly:

- We will work closely with families to deliver remote education for pupils with SEND. Any pupil with an EHCP can have a place in school if they choose to take it up, and have access to a 1:1 adult if this is part of their provision. For pupils with SEND who are not in school, the teacher will liaise with you separately and provide appropriate tasks and resources. You can expect separate Zoom calls for your child delivered by their teaching assistant. We can deliver paper-based resources or you can collect these from school. Our federation SENDCO Mrs Foster will telephone parents of SEND children, and maintain support and contact with outside agencies. You may be asked to attend online meetings with support agencies to carry out SEND reviews or suchlike. The SENDCO will also telephone to offer support and advice to parents and carers.
- We will continue to support and monitor children with emotional needs. Our schools Learning Mentors can telephone to offer support to parents or to continue sessions with children. If you would like to request this, please contact the office.
- Children who were receiving small group intervention or 'catch-up' sessions following the last school closure will still receive this support from our intervention teachers. Alongside Zoom sessions from their teacher, they will be sent codes to join small group Zooms with the relevant teacher or teaching assistant. We hope that by maintaining this, it will prevent the gap from widening further.

## **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?**

Individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.

The main difference to the above is that there would not be daily zooms to introduce the lesson if majority of pupils were in school.