



Remote Education Information

This information has been written to support understanding of what children, parents and carers should expect during periods of school closure or pupil isolation relating to Coronavirus (COVID-19).

Information for parents

Please see our Remote Teaching & Learning Policy (November 2020) published on our school website. This document identifies the following:

- What to expect from remote education if a local restriction requires entire cohorts (or bubbles) to remain at home.
- What to expect where individual children are self-isolating
- What is taught to children at home within the first 24 hours of being at home
- What is taught to children when learning from home for longer periods

We aim to provide the following after the initial 24 to 48 hours offer:

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 and will also deliver the children's learning in different ways.

Content of remote learning

Initial first day offer:

- Reading
- Class Spelling task
- Mental Maths
- English and / or Maths activity task

Subsequent days offer:

- Linked to learning in line with the classroom learning
- Reading
- Class Spelling task
- Mental Maths / Multiplication Tables
- English Task
- Maths Task
- Topic task related to other subjects including Science / Humanities / Art / Music

Our school will also signpost physical and wellbeing activities and encourage the children to take time throughout the day to support their physical and mental health. Pastoral learning support will be provided on an individual basis through interaction between children and staff.

Further details can be found in our Remote Teaching & Learning Policy (November 2020).

Adaptations from our school curriculum may need to be made, where planned half term units of work are brought forward or the order of delivery changed to suit the situation of children learning from home. For example a unit planned to be delivered in Summer may be more suitable to teach earlier on in the year if having to teach remotely.

Cross curricular links may be made to enable children to broaden their knowledge and understanding of a new topic, by reading about it within a comprehension task, developing both their English and topic knowledge.

Reinforcement of Mathematical and English basic skills and knowledge will be planned and delivered through remote learning tasks.

Remote teaching and study time each day

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

We understand that when learning remotely at home children will be working in a variety of differing environments. The duration of a day in school includes so many different interactions, incidental times, movements between learning spaces and transition times between subjects and tasks. In addition break times and lunchtimes are valuable changes of pace for social interaction and down time to recharge in preparation for further focused learning. At Bradleys Both we are keen to ensure that children continue to meet these times when learning at home. The intention is **never** for children to sit in front of a screen for the duration of a school day when learning at home.

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

Guidance for Primary school-aged pupils	
Early Years Foundation children	Up to 3 hours each day
Key Stage 1 children	3 hours each day
Key Stage 2 children	4 hours each day

Accessing remote education

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

School will initially communicate with parents and children via email. Class emails have been established to enable two way communication, support and monitoring during remote learning. In addition, our school has established an Office 365 digital platform to further increase daily communication, support and provision of learning. Further details can be found in our school's Remote Teaching & Learning Policy (November 2020).

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. In these instances school will work in partnership with families to help and support the child in the best way possible.

We will take the following approaches to support those pupils to access remote education:

- School will communicate with home to ascertain what barrier exists and what is appropriate
- Aim to follow and utilise any Government initiative to support families requiring electronic devices e.g designate free devices as allocated to our school to support families in need of internet connection
- School to provide printed copies of work ready for families to collect from school
- Arrange for individual children to return completed tasks to class teachers at school who do not have online access
- Children will access learning via a published workbook scheme (CGP)
- Staff engagement may be adapted to include email and if required telephone contact. This contact may be from another member of staff if the teacher is self-isolating at home to monitor engagement and required support

How will my child be taught remotely?

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

- Learning following instructions and explanation alongside tasks set by email
- Printed learning packs including CGP Workbooks for Maths and English to complete following class teacher direction
- Reading books either at home or accessed online via free resources
- Engagement of websites supporting teaching of specific subjects, topics or areas, including video clips or sequences
- Recorded teaching using video clips recorded by class teacher or using resources available through DfE recommended resources including: BBC Bitesize, BBC programmes or Oak National Academy
- Cross curricular learning units, investigations and practical research tasks
- Recorded video teaching input
- Daily 'check ins' between children and teachers.
- Responses to learning queries on Team's chat.

Tasks will be emailed on a daily or every two days with signposting to various tasks, resources and learning support.

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 understand that in the event schools are closed and children are having to access learning remotely from home, there will inevitably be many other pressures and worries for families. We encourage our families to engage with the children's class teacher via email or TEAMS to share any challenges or difficulties. Staff will understand the varied situations that exist and aim to support individuals in the best way possible.

Expectations of children's engagement:

- Children should read daily from a range of materials within the home, online or from school tasks
- Children should access some learning each day either online or using the CGP workbooks
- Children should stay in contact with their teacher via TEAMS, class email or if previously arranged via telephone (as discussed with parents if required)

Expectations of parental support:

- Establish a place in the house that your child can work remotely
- Provide a time where your child is able to share what they are doing with a parent
- Support phonics, spelling or reading activities
- To do as much as you are able to within what will already be a busy time in the family household
- Contact school via Class email should you require further explanation or support

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

- Daily TEAMS 'check ins' will be carried out by Class teachers and in the event a child is not accessing this during the week and no contact has been made via the class email in the week, an individual direct contact with parents will be made to check if any further help or support is made.
- In the event a parent does not reply to this direct individual contact, then the class teacher will telephone the parent to check on what further support is required.
- A discussion between school and parent may be held to ascertain what is manageable with regards to future updates and contacts.

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:

- Children submitting completed work tasks and sharing them with the teacher
- Personal individual comments emailed or sent via TEAMS CHAT commenting on the child's work, offering support and areas to edit and improve in a positive way if appropriate
- Encouragement provided by the teacher to all children via TEAMS POST
- Sharing of individual children's work with the whole class group
- Completed end of unit quizzes or closed response type tasks set to review knowledge and learning

Staff will aim to acknowledge and respond to work submitted by the children in their class. Progress will be monitored by class teachers and future planning of tasks set based on the children's outcomes. At times further reinforcement may be required to pick up on any misconceptions or extension tasks set to develop children's use and knowledge.

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:

- Contact with the Class teacher and / or SENDCo will be made in the first instance to identify needs and consider appropriate support.
- Vulnerable children may be provided with a place to attend school if this is available and appropriate for the individual.
- Staff will plan and provide bespoke learning tasks for SEND children to complete at home
- Alternative ideas and suggestions may be provided to help support parents working with their SEND child while at home.
- Younger children may require more practical based learning tasks. These will be supported through discussion between class teachers and parents.

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. In this case Class teachers will be taking on two roles and this will require planning. Consequently, contact throughout the day with children at home may not be possible, however daily contact will still be made and opportunities to 'catch up' on any challenges or individual needs.

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

The Class teacher will start the day by sending the self-isolating child a morning welcome and encouragement to complete tasks set for the day.

We provide an initial 'first day offer' as described in our Remote Teaching & Learning Policy (November 2020) which will be emailed to the child via the Class email. This 'first day offer' is provided knowing that contact is likely to be while the class teacher is in full time class contact teaching.

Following the initial first day offer, provision will be made for the self-isolating child to receive tasks to complete remotely, linking to class work that the other children in school are completing. Class teachers will adapt this where necessary and send supporting documents or links to remote learning resources where possible. Resources may be

printed ready for collection if required. Class teachers will aim to follow the sequence of teaching planned for completion in school.

Contact during the daytime may be more difficult based on the class teachers full time teaching duties within school, however where possible contacts will be made to 'catch up' and 'check in' with the child and certainly contact made at the end of the day or start of the next day.

Further support

As a school we encourage any parents to always make contact with school via the Class email, Admin email or school telephone should they require any further help or support .