



# BROUGHTON PRIMARY SCHOOL

## REMOTE EDUCATION PROVISION

### **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?**

Communication from the school to explain when remote education will begin in full, and what to expect. Some activities to begin working on and a reminder of online subscriptions which can be used to continue education at home.

### **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, some subjects may need to be condensed, taught via an online classroom such as Oak Academy or some changes made to the order of units covered in our curriculum maps.

### **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?

Our primary platform for remote education will be Microsoft Teams. This will allow children to access video calls, lessons, materials, submit their work and receive feedback on it.

### 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:

If your child cannot access these materials at home, please contact the school and we will endeavour to support in the following ways:

- issuing or loaning laptops or tablets to pupils
- issuing or loaning devices that enable an internet connection
- providing pupils with any printed materials needed if they do not have online access
- providing alternative opportunities for pupils to submit work and receive feedback from their teacher

### 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 that we may offer:

- live teaching (online lessons)
- 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

## 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?

- Wherever possible, maintain a regular and familiar routine
- Support your children in their reading as far as you are able
- Support your children's work as far as you are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging your children to focus
- Make the school aware if your child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered
- Seek help from the school if you need it, communicating with the class teacher by Microsoft Teams or by contacting the school office
- Be respectful when making any concerns or complaints known to staff

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

- Online platforms will automatically mark and feed back to pupils regarding their progress
- Teams will be used as a platform for communication with the teacher and to submit and share work with classmates
- Work which needs to be returned via Teams to receive feedback will be identified in weekly plans
- The frequency with which teachers will provide feedback will be shared with pupils each week
- If there is a concern around the level of a pupil's engagement, the teacher will make contact with the family to see if they require support and to promote engagement

### 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. Progress will be monitored in various ways to ensure curriculum coverage and development.

## **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:

- Provision for each individual pupil's needs will be considered and carefully tailored to each family.
- Provision for each Key Stage will be adapted accordingly for the age range of the pupils.
- The SENCO is responsible for:
  - Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and will liaise with the Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
  - Identifying the level of support required by 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?**

We will endeavour to ensure that pupils who are 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, that matches the work that is being covered in school by the rest of the class.