Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils, parents and carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home. It should be read in conjunction with our Remote Learning Policy, which provides more detailed information.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

1. The remote curriculum: what is taught to pupils at home

A pupil's first week of being educated remotely will focus on consolidation of learning covered in school.

2. What should my child expect from immediate remote education:

2.1 In the first day or two of pupils being sent home?

Every child has a username and password for our online platform. Teachers will upload work on a daily basis with instructions of how children are to complete this work.

2.2 Following the first week 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.

3. Remote teaching and study time each day

3.1 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 -

- EYFS and KS1 (Year 1 and 2) – 3 hours
- KS2 (Year 3, 4, 5 and 6) – 3 ½ hours

4. Accessing remote education

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

All children at Brockswood have access to an online learning platform. EYFS are making use of Tapestry – parents and carers have access to this. The rest of the school will make use of Google Classroom (log in details have been sent home with all children). Information on how to access the platform is available on our website:

Help at Home > Remote Learning

4.2 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.

To support those pupils to access remote education:

- An audit has been undertaken and a list of children requiring paper copies is maintained by school.
- Parents and carers will be able to collect:
  - Packs of work for children to complete the following week
  - Any previously completed work with feedback from the teachers

- At the same time as collecting the next week's work, parents and carers should drop off the current week's completed work for teachers to review.

5. 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:

- 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 (as per the school's full opening guidance

6. Engagement and feedback

6.1 What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Brockswood expect ALL children to engage in all learning set for them. Differentiation and teacher support will enable children to learn at home.

Whilst we acknowledge that parents may have competing priorities when supporting children at home, Brockswood require parents to help create a functional environment for children to continue learning. We will make every effort to help ensure this is reasonably practicable. Setting routines and expectations for school work will ensure that their children do not experience a disadvantage in relation to their peers.

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

- Online – the children will receive daily feedback from staff to ensure they know what they have done well and what could be improved. A combination of comments and marking and feedback will be used for this.
- Paper copies – the children will receive weekly feedback from staff outlining objectives achieved and next steps.
- The senior leadership team will monitor engagement of both online and paper learning. Regular telephone calls and communication with parents and carers will happen where relevant.

6.3 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:

- Comments, next steps, modelled examples etc will be used to ensure children know how they have performed and what is required to improve.

7. Additional support for pupils with particular needs

7.1 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:

- Tailor made curriculums and relevant resources will be planned for children with complex SEND. These will be available for collection on a regular basis. These packs will include clear and concise instructions to help the adults delivering the teaching at home.
- EYFS will use Tapestry to give parents detailed instructions on a variety of learning opportunities that cover all seven learning areas associated with EYFS.
- Year 1 and Year 2 children and families will receive more detailed instructions and worked examples to help ensure that intended outcomes are clear to all.

8. 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.

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

Where relevant and appropriate, individual children self-isolating will follow the same timetable as the rest of their class. Zoom sessions will be arranged so that the children can participate in taught lessons from home. Where internet and technology is not available, paper copies and alternatives will be provided.