



REMOTE EDUCATION PROVISION: INFORMATION FOR PARENTS

This information is intended to provide clarity and transparency to children and parents or carers about what to expect from remote education where national or local restrictions require entire classes (or bubbles) to remain at home.

For details of what to expect where individual children or small groups are self-isolating, please see the final section of this document.

THE REMOTE CURRICULUM: WHAT IS TAUGHT TO CHILDREN AT HOME

- ***What should my child expect from immediate remote education in the first day or two of children being sent home?***

A child'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. Initially children can access activities as directed by the classteacher using familiar platforms including Education City, Discovery Education Espresso and Coding and Times Tables Rockstars. In the first day or two children will also still have access to their reading books and spellings. In Reception, initial activities will also include signposted learning videos, counting and sorting activities, singing nursery rhymes and listening to stories. Signposting of initial activities will be through Google Classroom (Y1-Y6) and via Tapestry (Reception). These are familiar platforms to our parents and children which are used in class and also as a means for sharing Homework activities. If necessary (e.g. lack of immediate access to technology), we may send worksheets to complete independently in the first instance.

- ***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?***

Remote education, where and when required, will be of high-quality and aligned as closely as possible with in-school provision and curriculum content. We teach the same curriculum remotely as we do in school appropriate to the age and stage of the child's development or needs. This is well-planned and well-sequenced so that knowledge and skills are built incrementally, and children have opportunities to retrieve and recall previously taught content. Senior Leaders and Subject Leaders will carefully monitor and adjust curriculum plans, where it is deemed appropriate.

Clarity about what is intended to be taught and practiced in each subject will be provided through individual, group and class assignments on Google Classroom and Tapestry. Frequent and clear explanations of new content will be provided, through carefully selected high-quality curriculum resources, pre-recorded teacher videos and sometimes 'live' delivery from school staff.

There may be circumstances when a class teacher may need to adapt the delivery of some tasks. For example, in art, we may change the task to ensure that children will have access to resources at home e.g. clay modelling altered to junk modelling – this may apply to other subjects where the resources required are not easily accessible for the majority at home. The structure of PE lessons may be altered to accommodate some joint participation of those children who are at home with those in school. Collective Worship, a significant part of the life of our Church School, will continue in the same style as in school but these will be delivered remotely. Whole-school theme days and celebrations will continue remotely where practically possible.



REMOTE TEACHING AND STUDY TIME EACH DAY

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

Remote education includes remote teaching and independent work. We do not expect children to be sat at a screen for hours and hours each day. Where possible, we expected children to attend whole school Collective Worship 4 days a week and access the audio programme on a Wednesday. In Reception class, the time allocated to remote learning will be dependent on the focus of learning and the needs of the children.

In line with DfE guidelines, our remote education will take Key Stage 1 children broadly three hours each day and Key Stage 2 children broadly four hours each day. This includes activities such as Collective Worship, reading, spelling practise and directed physical activity. Teachers will provide learning in the form of instruction as previously described and set independent work in accordance with a regular timetable.

If your child is involved in a remote live session, these will typically take between 5 and 30 minutes dependent upon their content, duration and frequency.

ACCESSING REMOTE EDUCATION

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

Children will receive their education through a mixture of videos, live sessions and independent activities set by their teacher and supported where possible by a family member. The work will be set via Google Classroom (Y1-Y6) and Tapestry (Reception). Teachers will invite children to class meetings/ live sessions which will take place using Google Meet (via Google Classroom). Any parents needing technical support with this, are encouraged to contact the school either via homeaccess@burghschool.org.uk or telephone

Any resources needed for independent learning tasks will be found on our learning platform or, if necessary, in resource packs provided by the school. Where practically possible, teachers will post learning the evening before to allow parents to familiarize themselves with the next day's learning. Remote learning will follow a regular timetable. All resources will be clearly signposted and children may be directed towards a particular resource as part of their learning.

Key Stage 1 and Key Stage 2 children will be able to submit their work through Google Classroom and are able to communicate with the teaching staff through this digital platform. Reception parents can share their child's learning as usual through the Tapestry platform. Parents can communicate with the school via email or telephone directly to the school where appropriate. All children in Key Stage 1 and Key Stage 2 have a daily 'drop in' with their class teacher to discuss previous or new learning, including any barriers to successfully completing activities.

We understand that younger children, particularly children in Reception, may find it difficult due to their age to learn remotely. We endeavour to make remote learning fun, engaging, practical and accessible and offer any advice necessary to support parents.

- ***If my child does not have digital or online access at home, how will you support them to access remote education?***

We recognize that some children may not have suitable online access at home. We take the following approaches to support those children to access remote education:

Our school has a number of devices that can be issued to families who do not have an appropriate electronic device. The number of devices available will vary according to whether or not the school is fully or partially closed. Chromebooks or tablets will be loaned out from the school, along with a copy of our Acceptable Use Policy.



Any families struggling with internet connection can contact the school or their child's class teacher to discuss options. Government schemes may be available for families to support families and parents may be asked, for example, to submit their details to have their mobile data allowance increased in accordance with applicable schemes. School will always support parents accessing government and commercial support schemes.

If printed materials are needed, these can be collected from school by prior arrangement. If this is required, parents can contact the class teacher.

We collect information from families regarding their access to devices and the internet and are supporting where appropriate. If your circumstances change, please get in touch with the school as soon as possible so that we can offer additional support where needed.

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

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

In Reception, learning opportunities are directed through Tapestry. Google Classroom will be used across Key Stage 1 and Key Stage 2 with all year groups to set children work and deliver learning. Assessments and independent study tasks will also be set via this platform.

Remote teaching will replicate effective classroom teaching as far as possible, including:

- providing frequent, clear explanations of new content
- providing opportunities for interactivity, including questioning, eliciting and reflective discussion
- Providing modelling, scaffolded practice and opportunities to apply new knowledge
- enabling children to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
- using assessment to ensure teaching is responsive to children's needs and addresses any critical gaps in children's knowledge
- Breaking content and tasks into smaller chunks to aid concentration

We recognise that different approaches suit different types of content and different children. Various methods of delivery may be used, for example pre-recorded lessons by teachers, use of lessons from other sources (e.g. Oak Academy and Discovery Education) and 'live' lessons and teaching.

All children in Key Stage 1 and Key Stage 2 have a daily opportunity to speak to their teacher regarding their learning via Google Meet.

Where printed resources are required, for example key texts or revision guides for exam preparation, these will be safely distributed to children to use at home.

Some independent activities will be set for children – such as reading, spellings, handwriting and times tables tasks.



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 has a legal obligation to provide learning for your child whilst they are at home. However, we appreciate that remote education is sometimes difficult for parents.

Opportunities for discussion between children in Key Stage 1 and Key Stage 2 are built into every day, as it is recognised that peer support is an important element of child engagement. Teachers will work with children to develop skills and strategies which will support them in their independent learning. These include strategies to help children organise and check their own work.

Daily assemblies are also used to help engage children by making them feel part of the wider school community.

Parents can support their child's education by:

- Planning each day with their child so they establish a routine and have clear expectations about the importance of engaging in their subjects and learning. However, we appreciate that routines may have to change, so children can complete the work at a convenient time in the day.
- ensuring they have a clear and quiet place to study and engage in their learning with no distractions, e.g. television / games console
- checking that they have the necessary materials, e.g. a pen and paper to make notes
- making sure children have a break from learning – they would in school!
- checking that children have completed the necessary work for that day and keeping in contact so we can help if there are any issues/questions.

We also aim to keep in touch with parents via the ParentHub app, just as we normally would.

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

School staff will monitor engagement through work submitted via Google Classroom (and Tapestry for Reception), attendance at any live sessions including daily drop-ins and, where necessary phone conversations. If your child is not engaging with the remote learning, we will call you to see if there is any support needed and discuss any concerns or anything we can do to help.

We understand that all children may find it difficult to learn remotely. We will endeavour to make remote learning fun, engaging, practical and accessible and offer any advice necessary to support parents during any necessary welfare calls.

- ***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. Teachers will provide whole class feedback to work identified on the class timetable which is submitted through Google Classroom. Feedback will also be provided through quizzes marked automatically using Google Classroom. Other feedback may be given verbally during live sessions, including daily drop-ins, or



through recorded teacher videos. Class-based staff will check in with families as necessary to discuss how children are getting on with their remote learning.

ADDITIONAL SUPPORT FOR CHILDREN 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 recognize that some children, for example some children 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 and pressure this may place on families, and we will work with parents and carers to support those children in the following ways:

Class teachers will ensure remote learning is accessible for SEND learners by clearly identifying learning objectives, chunking the tasks set, providing scaffolded tasks, model answers and suggested time limits. This is done across all subjects and year groups.

Where relevant, support staff will attend or host Google Meet lessons to provide 1:1 or small group support to SEND children. Where appropriate, class-based staff will make welfare calls to check the work is accessible and offer further support.

Alternative work may be sent home to SEND learners who do not have a device / internet to access online lessons. This can be in the form of paper-based work or alternative tasks to make the content more accessible for them. Support will also be given in terms of establishing a routine and realistic work expectations.

Any concerns can be raised through the SENDCo.

REMOTE EDUCATION FOR SELF-ISOLATING CHILDREN

Where individual children 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 children 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?***

Children will still have access to daily learning and all necessary resources through Google Classroom or, where necessary, resource packs. Their learning will be in line with what children will be doing in the school. Children will be expected to upload their learning to Google Classroom for their teacher to view. The only difference will be that no 'live' online lessons will take place for self-isolating children. In place of this, staff will check in weekly by phone call or Google Meet for any questions you may have. Children can post questions on Google Classroom and correspondence can be expected in a timely manner.



SOURCES OF GUIDANCE USED IN THIS PLAN

- DfE: Providing remote education information to parents: template (December 2020)
[Providing remote education information to parents: template - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/templates/other/remote-education-information-to-parents-template)
- DfE: Remote education expectations (January 2021) as published in
[Restricting attendance during the national lockdown: schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/91221/Restricting-attendance-during-the-national-lockdown-schools.pdf)
- DfE: What's working well in remote education (January 2021)
[What's working well in remote education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/91221/What-s-working-well-in-remote-education.pdf)
- EEF Rapid Evidence assessment – remote learning (April 2020)
[Rapid Evidence Assessment summary.pdf \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/rapid-evidence-assessment-remote-learning/)