



A Place to Flourish

"I have come that they may have life, and have it to the full" (John 10:10)

BLUNDESTON CEVC PRIMARY SCHOOL

REMOTE EDUCATION OFFER

January 2021

Remote education provision: information for parents/carers

This information is intended to provide clarity and transparency to pupils and parents/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 first instance, pupils will be asked to complete set work from their CGP workbooks (these have already been sent home). This information will be communicated by teachers via Class Dojo or Tapestry. Where possible, one daily live session will be held via Microsoft Teams.

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, it is likely that we will need to make some adaptations in some subjects, particularly practical ones, such as PE and music.

Due to the nature of remote education, the resources used may not match the school curriculum precisely.

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:

Reception	2 hours
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?

The school uses Microsoft Teams as its learning platform. Here, teachers share daily teaching videos and links to resources, work/assignments and live sessions in English and Maths, as well as foundation subjects across the week. Parents/pupils are also able to ask work-related questions on their Teams channel.

For Reception pupils, the school uses Tapestry as the learning platform, where parents/carers can continue to contribute to their child's learning journey. Daily activities and tasks are set using Tapestry for these pupils.

The school uses high-quality recommended websites to support remote education. These include Oak National Academy, White Rose Maths and Discovery Education (Espresso).

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:

The school will be proactive in contacting parents/carers where there is little or no engagement with remote education or where a lack of devices/technology is known to be a barrier.

Parents/carers are also encouraged to contact the school if they feel they would benefit from borrowing a school iPad to access remote education. These are loaned on a short-term basis and parents/carers are asked to complete and sign a loan agreement.

Parents/carers are made aware of government initiatives to support remote education, such as additional phone data and 4G routers (regular reminders are sent to parents and carers).

Children have been provided with CGP workbooks for completion at home during remote education. Teachers may supplement these with additional work, where appropriate.

Wherever possible, it is made clear to parents/carers that they do not need to print off work, as it can be viewed on the screen and work completed on a piece of paper/in an exercise book etc. Where access to devices is an issue, the school can loan iPads (see above).

Parents/carers are able to upload photos/attach their child's work to Class Dojo, Tapestry or to their class Teams channel (if relevant). Parents/carers can also send work (by email or through the post) or drop it into school.

How will my child be taught remotely?

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

- Live feedback sessions (using Microsoft Teams) three times a day for Key Stage 1/2 and once a day for Reception pupils. These sessions focus on English/Maths and the foundation subjects. For Reception pupils, the daily session is a general catch-up session to discuss their learning, at the end of the day
- Recorded teaching videos (e.g. Oak National Academy lessons, White Rose Maths lessons, PowerPoints and video lesson recordings made by teachers)
- CGP workbooks in a range of subjects
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (e.g. BBC Bitesize, Twinkl, Phonics Play)

Engagement and feedback

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

We expect that pupils will engage as fully as possible in the remote education offer.

For some pupils, we understand that they may be more heavily reliant on parental support, which may mean that expectations will need to be flexible in order to accommodate individual circumstances, including parents'/carers' own work commitments.

We ask for parental/carer support in the following ways:

- Support and supervision when using Teams (particularly for the younger children in Reception and Key Stage 1)
- Practical support such as printing off or finding resources (both actual and online) and uploading/attaching work
- Supporting children to maintain a good routine and encouraging good habits around completing school work
- Supporting good attendance at live sessions wherever possible

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

Individual teachers will monitor engagement with remote education, including attendance and participation at live sessions, as well as the completion and submission of work.

Teachers will respond to legitimate messages asking for support, within normal school hours. This may include a written response on Class Dojo, Tapestry or Teams, or a verbal response during a live session.

Where the school is concerned about engagement, we will contact parents/carers to share our concerns and discuss any barriers that may be present, and work alongside parents/carers to reduce these.

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 work marked by pupils using answer sheets, are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

Brief feedback will be given when work is submitted using the various options listed above. This may be a short typed comment on Class Dojo, Tapestry or Teams, or a verbal comment during a live session.

Whole class feedback will also be used using the same methods.

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:

Children with Education, Health and Care Plans (EHCPs) are able to have a place in school (although the school proactively encourages discussions with parents/carers around this, ultimately this decision will be down to parental choice).

Other children with SEND will be supported by providing differentiated work (either physically or through a separate Teams channel etc.)

Staff, including class teachers, the SENDCO and Nurture & Pastoral Support Lead, will stay in regular contact with these pupils to ensure that the remote education offer is meeting their needs (this includes those pupils with an EHCP who are not in school).

Adaptations or additional resources may be provided if appropriate, e.g. Nurture group sessions, dyslexia support resources etc.

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?

In these instances, the class teacher will still be teaching the rest of the class, so it will not be possible for them to provide recorded teaching videos or live Teams sessions. This means that work will either be set from the CGP workbooks or other additional work sent home, if appropriate. Pupils will already have their CGP workbooks at home. Any additional work will either be sent home with the child before they start their period of self-isolation (e.g. if they are symptomatic whilst in school), dropped round to the pupil's home or sent through the post.

Teachers may signpost parents/carers to teaching videos to watch (Oak National Academy, White Rose Maths etc.)

Teachers will aim to keep pupils who are self-isolating aligned with the curriculum being taught in school, wherever possible. However, there will understandably be some differences and work/learning objectives may not match exactly with what is being taught in school.