



BURTON ROAD PRIMARY SCHOOL

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?

For Day One, of the Bubble Closure, all the teaching materials will be prepared in advance and uploaded to Class Dojos. The scheduled MS Teams meetings will be scheduled for Day One, should time permit this, however, if there is short notice of the Bubble Closure then they will be scheduled for Day Two.

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?

Yes. We teach the same curriculum remotely as we do in school. Tasks and content delivery may have been redesigned slightly for better synchronicity with Remote Learning delivery.

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?

We will be using **Class Dojos & MS Teams** to share teaching content and provide access to your child's daily activities.

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:

- We will issue or lend laptops or tablets to pupils, and where parents are struggling with hardware and this is proving to be a barrier to accessing Remote Education.
- We will issue laptops or tablets to families, who require multiple devices so that all siblings have their own individual device to access Remote Education
- We will purchase data packages for all families who require support with internet access or we can contact your mobile provider to request access to unlimited data on certain networks
- We will share printed materials to collect from the school porch for any families who struggle with internet access however it is our goal to get all our families online and **connected**.

How will my child be taught remotely?

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

We will be using Class Dojos & MS Teams to communicate your child's daily activities, tasks, set for the day ahead.

These will include:

- Reading or Phonics
- GPS Task (KS2)
- Literacy Task
- Maths
- Topic Challenge
- PE Activity

None of these tasks will be given to the children cold and the teaching materials will be supported by: high quality, pre-corded teaching content and some scheduled 'live' lessons.

Literacy and Maths tasks may be supported by video lessons from providers who we use within school, such as White Rose Maths. The activities will mirror the learning which would have been carried out in school where possible, and will be presented in guided, manageable tasks, to ensure that children can continue the curriculum as planned on their return. It is planned that a sequence of learning will be delivered so that children build on previous content and make appropriate progression.

Some lessons such as GPS, Arithmetic or Maths may also be supported by specifically scheduled MS Teams 'Live' Lessons.

At the end of the day there will be a scheduled, 3pm, MS Teams Story Time. This will also provide an opportunity to re-cap on the day's learning. These sessions will also provide an opportunity for pupil

and peer interaction to boost well-being. This may include: Circle Time, Bingo, Word Association Games and other activities of this nature.

To continue to promote reading, children will be able to access Accelerated Reader on-line and take their reading quizzes at home.

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?

Children will be provided with books to complete these tasks.

Pupils will be encouraged to upload their learning to the Class Dojos portal and, via the portfolio facility, teachers will be able to provide daily feedback on learning.

To continue to promote reading, children will be able to access Accelerated Reader on-line and take their reading quizzes at home.

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

We will make daily checks to ascertain if pupils are engaging with their work. The morning MS Teams Call will be treated as a Register and viewed as the first port of call. Teachers will also keep a record of pupil engagement. Pupils will be RAG rated and if there are concerns then you will be contacted by either: Class Teacher, Teaching Assistant and Mrs McNicholas who will offer additional guidance and support to help families overcome barriers to participation.

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 will be provided with books to complete these tasks.

Pupils will be encouraged to upload their learning to the Class Dojos portal and, via the portfolio facility, teachers will be able to provide daily feedback on learning.

Feedback will be intended to be constructive and helpful in relation to the learning objective that was set.

We want both children and parents to feel supported and connected during these difficult times, and teachers will be happy to answer any queries regarding the tasks via Class Dojos. We'd also love to see any work completed by the children. Class teachers will endeavour to reply within school hours as quickly as possible.

Throughout the day, teaching assistants will contact you via telephone to check in on how the learning is progressing and whether they can offer any additional guidance or assistance.

Should you need any further support, please do not hesitate to get in touch.

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:

- Mrs McNicholas will provide bespoke support for pupils with SEND or specific needs
- All lessons and tasks will be suitably differentiated to provide suitable learning tasks and access to remote learning for pupils of all abilities.
- To meet some of these specific needs, distinct MS Teams lessons will be scheduled to provide a more bespoke package
- Teacher will also work together to create a fully inclusive range of resources and signpost these through the ClassDojo Portfolio facility so that learners can have well differentiated tasks matched to their needs.
- An example of this will be the range of phonics resources that are shared via the portfolio facility that will enable our delivery of RWI Phonics to replicate remotely what usually happens in the regular school day.

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?

If a child is self-isolating they should be able to access the same quality of remote education that is detailed and highlighted (above)>