

Berkswich CE Primary School			
Reference Number S32c	Shared with Staff February 2023	Ratified by Governing Board February 2023	Review Date February 2024
Policy Title	Remote Education Provision – Information for Parents and Carers		

Rationale

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 numbers of children to remain at home.

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

Please also refer to the Remote Learning Policy, which details provision and responsibilities in detail.

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?

- Our aim is to begin remote learning at full capacity as immediately as possible. Our current use of Teams through which children complete their homework in Years One to Six, means that parents, carers and children are already familiar with the technology needed to access home learning.
- In the event that it takes a day to achieve this, children may be sent home with printed activities; alternatively pdfs containing learning tasks may be emailed to parents and carers, in order for the children to complete work independently

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 will need to make some adaptations in some subjects. For example, computing units will be reorganised so that those which allow all children to access and benefit from the learning, regardless of which device they are accessing the learning on, are prioritised.
- Learning which supports children's knowledge and skills in the digital world will be a focus, to ensure that the children are supported in staying safe online at a time when their online use may significantly increase.



Self-image and identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.



Online relationships

This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.



Online reputation

This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.



Online bullying

This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.



Managing online information

This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.



Health, well-being and lifestyle

This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.



Privacy and security

This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.



Copyright and ownership

This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

Remote teaching and study time each day

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

The DfE states that the remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently.

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day as recommended by the DfE:

EYFS Nursery and Reception	Reception or Nursery often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. It is, therefore, not expected, that solely digital means will be used to teach these pupils remotely.
Key Stage One Year Two and Year One	Three hours a day on average across the cohort, with less for younger children Times for remote teaching will be staggered through the day to ensure that siblings sharing devices can access this each day.
Key Stage Two Years Three to Six	Four hours a day on average. Times for remote teaching will be staggered through the day to ensure that siblings sharing devices can access this each day.

Accessing remote education

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

- Parents will be emailed an outline of the day's learning the evening before the learning is due to take place.
- Children will receive an outline of the day's learning in Teams which will be available for reading before the class registration on the day of the learning.
- Assignments will be set in Teams (each class has its own channel) for Year One to Year Six and through Tapestry for children in Nursery and Reception.
- Relevant resources and links will also be uploaded to each assignment, including lesson videos which can be watched in Teams or downloaded. Each resource can be downloaded by children.
- Zoom registration will be timetabled for each class; during this, the teacher will outline the day and answer any questions.
- There is an afternoon drop-in Zoom session for each class; the teacher will use this time to support children and provide further guidance and help.
- Children will be invited to further Zoom meetings for individual or small group learning (see below for details).
- Learning is submitted by the children by the end of the school day using Teams.
- Nursery and Reception children access their learning through Tapestry which is used within the usual school week when children are attending school. Zoom is also used for the teaching of small groups / intervention / whole class story

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:

- Although we have a limited supply, where possible, we will issue or lend laptops or tablets to pupils. Please contact school via your child's teacher who will ensure that a laptop or iPad is left at the office with instructions for connecting to WiFi at home. Priority is given to vulnerable children or those families with more than one sibling and a child in Year Six.
- School will also make use of government-funded devices where possible to loan to families.
- There are a limited number of dongles in school which will provide families with extra data should this be required. Please contact school via the class teacher to request one of these.
- We ask that parents or carers notify teachers if they do not access to a printer at home: the class teacher can organise printed materials to be left at the office for collection.
- If a child is not able to submit learning online, we ask that parents or carers contact the teacher to arrange for paper-based learning to be submitted.
- Parents and carers may contact their child's teacher through their teacher email, adding the year group as necessary (for example, for the Year One teacher, use: yearoneteacher@berkswich.staffs.sch.uk).

How will my child be taught remotely?

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

The research holds that these characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded). [<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>]

The school will use a combination of different teaching methods during remote learning to enable learning to take place and to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of (this is not an exhaustive list):

- Live lessons in different forms through MS Teams or Zoom. At times children may be taught as a whole class or in smaller groups or on a one to one basis, or through 'drop in' sessions - this will be in response to the needs of the children.
- Interventions sessions with teachers and teaching assistants; these will be timetabled to support access
- Sessions with our pastoral lead where needed (see below for further information)
- Learning videos created by our teachers and staff
- Videos produced by other educationalists such as the BBC or the Oak Academy (as recommended by the DfE)
- Daily reading including use of AR
- Online activities such as Times Table Rock-stars, NumBots, etc.
- Practical activities
- Activities produced by teachers
- Physical Activity
- Wellbeing 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?

- Our recorded lessons support children in accessing the learning with a good degree of independence. Although we greatly appreciate parental support, we would like the work to be the child's work and, therefore, parental and carer support should be focused on helping the child to understand what is expected as necessary, checking spellings and supporting with home reading.
- Parents of EYFS and Key Stage One will usually submit the learning for the child at the end of the day (or sooner). Their three main assignments are all included under one assignment, so that submission is easier for the parents and carers.
- Older children should be able to access Teams independently; however, we would greatly appreciate parents checking that the children have submitted their learning each day. From Year Three, there is one assignment for each of the three tasks and, therefore, three separate pieces need to be submitted.
- Teachers will provide example timetables, but parents and carers will all have different situations in terms of work or care commitments; therefore, we ask that parents support children in setting expectations for the day in terms of routines - breaks, learning time, physical exercise, etc.
- Children will need support and reminders to ensure that they attend the daily registration and any timetabled lessons or group work. Teachers are able to adjust timings if parents and carers are struggling due to work commitments.
- We ask that parents and carers also encourage their children to attend social and wellbeing sessions with their teacher and peers.
- Please could parents and carers liaise with teachers if they recognise that the children are struggling, require further support or challenge, or need help in terms of focus, motivation, health or wellbeing.

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

In this section, please set out briefly:

- teachers check pupils' engagement with remote education by keeping a log of returned learning and participation in timetabled groups and lessons
- should teachers be concerned that a child's learning is not at the expected level or above, that a child is not participating in live session or that there are issues regarding the quantity of submitted work, the teacher will communicate with the child the next day and then contact parents via email if the issues continue. Should teachers not see an improvement, or there is no response from the parents or carers, teachers will phone home to discuss the matter further.
- If there are concerns about wellbeing or safety, the DSL and parents/carers will be contacted immediately by phone and email.

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:

- Teams will be used to provide written responses for each of the assignments returned. Children have the opportunity to respond and resubmit should they have the time to do so.
- Each day's learning will usually receive feedback within a 24-hour period, unless the teacher is in school teaching a bubble within this time and then feedback will be provided within 48 hours.
- Teachers will also discuss learning in the Zoom meetings and through small group or 1:1 sessions.
- Teachers will continue to encourage and celebrate learning at home and in critical worker groups (for example, a teacher may use team points or text parents/carers to celebrate achievements).

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:

In this section, please set out briefly:

- Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period. The SENCO will oversee arrangements for additional support for pupils with SEND which will be unique to the individual's needs, e.g. via 1:1 or small group face-to-face Zoom meetings with a teacher or a teaching assistant to address targets on an individual's IEPs.
- Education plans continue to be reviewed and updated during periods of home learning and opportunities are provided by phone or virtually for parent to discuss these with appropriate members of the school staff.
- Children who are struggling to access remote learning due to their needs will be supported by the class teacher and by the SENDCo. This may include the use of resources, for example, which enable the text to be read aloud to the child or the use of programmes which have a range of features such as voice-to-text conversion.

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?

- Learning will be provided via Teams (or Tapestry for EYFS pupils). This will closely match the learning in school where possible. When this is not suitable due to resourcing or concerns that a child will not be able to access this independently, alternative provision will be provided which is tailored to the individual needs of the learner.
- Parents and carers will also be emailed a summary of the learning so that they are able to plan their day.
- The child will also be invited to a Zoom call with the teacher during the morning registration time to check both wellbeing and understanding of the day's tasks. It is very helpful if the child has already been on Teams to read through the learning in advance of this meeting, in order to be able to ask relevant questions. The teacher will then make contact at lunch time to offer support, guidance or challenge as necessary.
- Three tasks will be provided along with expectations for daily practice of reading, multiplication times tables and spellings.
- Feedback will be provided via Teams (please see above) or in person during the following day's Zoom call.