

## **Peterborough Diocese Education Trust**



## **Blakesley Church of England Primary School**

### **Remote Education Information for Parents / Carers**

The purpose of this document is to share information regarding what to expect from Blakesley Church of England Primary School in terms of Remote Education during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

## **What Is Remote Education?**

Remote education, sometimes referred to as remote teaching and learning is, broadly speaking, any teaching and learning that happens outside the classroom, with the teacher not present in the same location as the children. This can encompass online learning, delivered through digital technologies or learning that involves workbooks and other paper based resources.

Some remote education can be delivered live. Other remote education can be prepared by teachers beforehand (e.g. recorded sessions or provision of other materials) and then can be accessed by the children at a later date.

Remote teaching can be delivered by the children's class teachers or by other teachers / personnel nationally.

## **Accessing Remote Education**

### **How will my child access online remote education that you are providing?**

E-mails are used as a means of communication with all families, distributing timetables, resources and providing feedback.

We also use the online tool, Zoom, which enables access to our live provision. Zoom links at present are e-mailed out to the needed recipients. We use Zoom links for:

- Welcoming children to the school day at the start of live lessons each day.
- Live teaching sessions for English, Phonics and some additional Maths lessons
- Teaching sessions for targeted support groups
- Class / group feedback sessions
- Collective worship
- Class reading time
- Pupil welfare calls

We encourage all our children to access this platform using a laptop if at all possible. Evidence suggests that children tend to spend longer accessing a remote lesson when they are using a laptop rather than when using a tablet or a phone.

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

Remote learning is accessible to all of our pupils by providing support with access to devices and ensuring printed materials are available if required.

#### **Laptops and devices**

Laptops and i-pads are available if necessary to support families with remote learning. Families have been asked to contact the school if they require support in any form. Devices can then be loaned out once a Device Loan Agreement has been completed. Devices for home use have also been offered to families with children in different year groups.

#### **Internet connection**

Should the lack of devices or the lack of an internet connection be a barrier to remote learning, we are able to offer support to families. Families should contact the school to discuss finding a solution. All situations will be treated individually.

To provide access to digital technology for all pupils, where needed, we have been able to secure devices from a number of sources

- We have been able to access an allocated number of devices from local businesses.
- We have been allocated 5 devices by the DfE
- We are able to reassign some school laptops for pupil use at home with an accompanying loan agreement.
- Sims cards with increased mobile data are also available on request.

#### Printed materials

If you are unable to access remote learning for whatever reason and require access to printed materials, please contact your child's class teacher directly. They will create a pack of materials, which will consist of paper copies of resources to enable home learning. In place will be a system for collating and distributing paper packs of remote learning which match, where possible, the curriculum that is being delivered online and in the classroom. These can then be collected from school.

We:

- Download and print online materials (where possible) to provide paper copies e.g. Oak National Academy resources.
- Provide paper copies of any teacher devised resources.

#### Submitting Children's work

Where it is not possible to upload and return children's completed work, paper copies can instead be returned to school by hand or by post.

#### Should barriers to remote learning remain

We recognise that some children may not have suitable online access at home. We have asked all parents to let us know if this is the case so that we can help. We have also provided exercise books for all children to work in and writing tools where necessary e.g. pens, pencils, rulers.

### **The Remote Curriculum: What Is Taught To Children At Home**

#### **Will my child be taught broadly the same curriculum as they would if they were in school?**

The answer to this question is 'yes'. The aim of any education is to deliver a high-quality curriculum so that children know more and remember more. Remote education is just another way of delivering our curriculum. We deliver the same curriculum remotely as we do in school, wherever possible and appropriate. Just like the classroom curriculum, it is carefully sequenced and ensures that children obtain the building blocks they need to move on to the next step.

Where we have taken the decision to use online resources, we have selected these carefully and have taken the time to match these resources to our long term curriculum plans for individual subjects. We have then matched online sessions within each sequence of work to those that are taught in the classroom. For example, we follow the White Rose Maths sequences of work in school. We have therefore matched the White Rose daily lessons published online to our normal Maths curriculum. Similarly, our sequences of work for Science, History and Geography have been matched to the Oak National Academy online resources, session by session.

Our English and Phonics curriculum is delivered 'live' by our teachers. Hence, the same classroom curriculum is accessed by all children.

However, we have needed to make some adaptations to the PE curriculum. Replicating on site PE lessons is not easy remotely. We provide video demonstrations where possible and provide alternative online resources so that your child still has regular physical exercise throughout each week. We will occasionally set physical activity challenges and enter remote school competitions organised by Sponne PE Dept. or Northamptonshire Sports Partnership.

## **Remote Education: Time allocation**

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

The government expects schools to provide the following amount of remote education (including remote teaching and independent work):

Reception (EYFS)	Less than 3 hours a day
Years 1 and 2 (Key Stage 1)	3 hours a day as a minimum
Years 3-6 (Key Stage 2)	4 hours a day as a minimum

We aim to provide remote education that reflects that of a normal school day so each week we issue a timetable for the week ahead. Whilst we expect a normal school day to be worked remotely by children, we recognise that this will not always be practical. A timetable can help routine to become established; a routine can prove beneficial to children and support them in the management of their school work. When possible reading sessions, live collective worship and recordings will be shared too. Each week teachers plan and distribute a new timetable that sets out the learning sequence, activities and intended outcomes.

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

We ensure that our remote education includes the important, key principles of effective teaching. We provide children with an overview of the bigger picture and where a specific lesson or activity sits within a sequence of lessons.

Whether we deliver live lessons, recorded sessions provided by our staff or select nationally available, quality recorded sessions, we ensure that the remote teaching includes the following:

- Clear explanations
- Teacher modelling and scaffolding of new knowledge
- 'Chunking' learning in to small parts (it is often harder for children to concentrate when being taught remotely)
- Opportunities for children to practice
- Opportunities for children to apply their new knowledge
- Assessment of children's learning taking place and future adjustment of teaching accordingly
- Feedback to children on how to progress.

We also make sure that our remote education is interactive where possible so that children can ask questions about their work (please see the engagement and feedback section below).

We have clear and high expectations of children when accessing remote education and we communicate these to the children at all times.

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

- Live teaching (online lessons) - daily for English lessons and phonics sessions. Some additional live maths lessons will also be offered. We try to stagger these across year groups where possible so that children with siblings can access them in the context of limited or shared devices.
- Recorded teaching - daily for Maths lessons provided by White Rose teachers.
- Recorded teaching - video recordings made by our teachers in a range of subjects.
- Recorded teaching - video recordings made by other teachers e.g. Oak National Academy lessons for Science, History, Geography. Where lessons are recorded, they can be accessed later by children, making flexible use possible in the context of limited or shared devices.

- Online resources from available websites supporting the teaching of specific subjects, including video clips e.g. BBC Bitesize.
- Teacher devised resources posted online.
- Commercially produced workbooks provided by school.
- Printed paper packs produced by teachers (e.g. worksheets).
- Reading books provided by school.

We do not expect our children to discover new content for themselves through long term projects and long term internet research.

We purposefully provide remote education in a different way for our youngest children. (Please see page 7.)

**Please note:**

A pupil's first day of being educated remotely might look slightly different from that outlined above while we take all necessary actions to prepare for a longer period of remote education. We will need a little time to post online the remote learning tasks that have been matched to the classroom curriculum and provide the timetable for the rest of the week. We will, however, on the first day of remote education, send home some learning tasks that can be completed e.g paper tasks and resources provided for the child to complete.

**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?**

We expect children to access the full daily timetable where at all possible and engage in all remote education provided, in the same way as they would engage in school. However, it is more difficult to engage and motivate children remotely than when they are in the classroom. There are more distractions and we, as teachers, are not physically present.

We have taken time to try to make our remote education engaging for all children. For example, we try to make sure different types of tasks and activities are alternated. We also aim to make our remote education as interactive as possible, including enabling peer interactions each day.

Engagement increases when children feel part of the school. Collective worship is therefore provided in addition to class reading sessions and group feedback sessions. We want our children to continue to feel part of the school community even when learning remotely. To continue our nurture and development of the 'whole child' each timetable also provides tasks that address 'well-being' and reinforce our school values.

Without putting an unreasonable burden on parents, we ask that parents help support their child's learning by:

- Ensuring that their child can access the remote education provided, online if at all possible but paper based packs otherwise.
- Providing a quiet space to work if possible.
- Setting routines e.g. having breakfast and lunch at a set time.
- Helping children with the technological aspects of online learning.
- Offering help with specific learning tasks if possible.

Parents are encouraged to take photos of their child's work and send them in to school via e-mail.

We also ask that parents follow the guidance outlined in the Remote Meetings and Live Teaching document that has been circulated to parents for live teaching sessions and that parents have shared the relevant expectations outlined in the document with their child.

Where Catch Up tutoring sessions (e.g. Third Space Learning Maths sessions) are also accessed from home, we ask that parents follow the home tutoring agreement.

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

In order to ensure we know that children are engaging with remote education, we complete a register of children who are accessing live sessions. We also keep a record of work submitted so that we know if your child is completing the tasks set.

It is our expectation that all children should engage with remote education. If a child is not, we will contact the parent by phone and discuss how we can address any barriers that are hindering engagement. Our aim is to work with parents to provide support to overcome barriers and enable all children to access the full learning provision offered.

### **How will you assess my child's work and progress?**

Feedback and assessment are still as important in remote education as in the classroom. As teachers, we assess children's work and progress continually, through their contributions in lessons, through talking with children and through the work that they produce. Such assessment continues in remote education. However, it can be more difficult to give immediate feedback to children remotely than in the classroom.

We have adopted the following approach to ensure giving feedback still happens effectively:

- In live sessions children can contribute in a number of ways e.g. verbally answering teacher questions. Immediate feedback can then be given individually and to the whole class as judged necessary.
- The use of online quizzes enables children to see immediately which questions they have answered correctly or otherwise.
- Daily whole class / group feedback sessions. These are set up at the end of each day for children to talk through their learning and for teachers to address any questions, misconceptions and feedback on the work the children have produced.
- Small group and individual sessions (called interventions) have also been set up to ensure those children who need extra work on specific areas are able to access this.

As you can see from the above, feedback to children about their learning can take many forms and may not always mean extensive written comments for individual children. There may be times when whole class feedback may be given or it may be given individually to acknowledge exceptional pieces of work or effort. Common misconceptions will be addressed as well as teachers providing strategies or suggestions to make further improvements. Frequent contact between children and teachers is crucial.

## **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?**

#### Children with special educational needs and disabilities (SEND)

We recognise that some children with 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 work with parents to support these children.

We:

- Adapt learning tasks provided, as appropriate.
- Provide individual / small group live sessions to focus on specific targets/needs or misconceptions
- Speak with parents on a more regular basis and at least once a week to discuss how remote education is working from their perspective.
- Ensure pastoral calls are carried out with the child (and the parent as appropriate).

#### Provision for the very youngest children

It is recognised that the very youngest children learn through play and that they should not be sitting in front of a screen for long periods of time. Therefore, we adopt a different approach to remote education for our very youngest children.

We:

- Provide 1 x live teaching session per day, focussing on Phonics and Kinetic Letter Handwriting
- Provide focus tasks in English and Maths
- Prioritise early reading in the learning activities provided and ask parents to prioritise these using Oxford Owl e-books
- Provide learning tasks that are practical that can be completed at any time of the day, when it works for parents to access these with their child.
- Suggest learning activities that can take place through play.

### **Remote Education For Self-Isolating Children (When Their Bubble Is Not Self-Isolating Or Not During A National / Local Lockdown)**

Where individual children need to self-isolate but the majority of their peer group remains in school, the remote education will differ slightly from the approach for whole groups, due to the challenges of teaching children both at home and in school. Please be reassured that we put in place remote education for any self-isolating child to access a planned and well sequenced curriculum with meaningful, learning tasks.

In this instance we aim for your child to access live teaching throughout the school day through the online tool, Zoom. Your child will be contacted at the end of each day for a feedback session. All work completed can be returned to school once the isolation period is over.

Where a child cannot access live teaching, learning tasks will be sent home that have been matched to the curriculum delivered in the classroom, similar to the approach outlined above.