



***Bishops Tawton
Primary School***

REMOTE EDUCATION

**INFORMATION FOR
PARENTS**

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.

Please also refer to our **Remote Learning Policy/Contingency Plan and Parental guidance**

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?

Curriculum teaching and learning resources will be emailed to you and will also be available on our home-learning section of the website along with any additional information or useful links

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?

Your child will receive the same curriculum remotely as they would receive in school wherever possible and appropriate.

However, we have needed to make some adaptations in some subjects. For example, in PE lessons, pupils may be set a series of challenges to develop their personal fitness.

In practical subjects such as music, art or drama, work set may be a combination of practical work (where possible) and theory work.

We will be introducing '*Charanga*' to supplement our music tuition

We will introduce *GetEpic* to support our English provision

We use *Oxford Owl* and *Big cats phonics* to support our reading provision

We use *mymaths* to support our maths provision

Teachers may also access other suitable online learning resources to add to their planning

Teachers may also introduce live check in meetings through *Microsoft Teams* as the period of remote learning is extended.

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:

Approximately 3 hours per day for Reception/Key Stage 1 pupils and 4 hours per day for Key Stage 2 pupils. These are in line with the requirements within the Department for Education guidelines.

There will be regular contact from your class teacher through the Teams sessions and ongoing feedback by email and/or telephone call. The school and school leaders (Headteacher and Governing Body) will maintain regular contact via email and on the website.

Accessing remote education

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

Remote learning will be provided by email and will also be available on our website

We aim to introduce Microsoft TEAMS as an interactive platform, this will be accessed via email/login, we will inform you of this once we are in a position to begin using the platform.

Other platforms will have login details/access explained to you via class teachers.

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:

- If there is an issue with access to a device to complete remote education, please let us know immediately by emailing families@bishopstawton-primary.org
- We will do everything we can to support remote education.
- We recognise that some pupils may only be able to take part in lessons on a device with a small screen, such as a mobile phone. We are happy for pupils to complete any work set on paper instead of on a computer if needed.
- We understand that where you have children in more than one class and limited devices there may be the need to alternate between sessions and access. We will support you to find a solution with the class teachers and ensure everyone has the access they need.

- Should you require access to printed copies of lesson resources please let us know by emailing families@bishopstawton-primary.org and we will try to arrange this.
- If pupils are completing remote education on paper rather than computer they can always upload a photo of their work. Where this is not possible, we will work with you to find a solution.

How will my child be taught remotely?

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

When teaching pupils remotely, we are:

- setting tasks which are meaningful and ambitious each day in a number of different subjects.
- teaching a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- providing frequent, clear video explanations of new content where relevant
- gauging how well students are progressing through the curriculum, using questions and other suitable tasks
- enabling teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

We are considering these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.

We will avoid and will not set long-term projects or internet research activities.

Video Sessions

We believe that remote direct teaching is most effective when any explanatory input is of a pre-recorded nature which enables pupils to pause and rewind the content.

As part of our curriculum offer at Bishops Tawton Primary School we will access and use relevant pre recorded explanations from Oak National Academy or other high quality providers. These cover the entire national curriculum and are available to all schools for free. These have been developed in partnership with a wide group of teachers and school leaders to develop lessons that match the curriculum being taught in school.

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 all pupils to engage with remote education as soon as it is required.

When using Microsoft Teams for sessions there will be a register that is recorded, and teachers will monitor engagement.

As parents/carers we need your support to ensure your child maintains a routine of completing school work and is provided with a space they can work without distraction. Where this is not possible, please let us know and we will do what we can to help.

Pupils' conduct during live catch up sessions

Pupils are expected to uphold the same standards of conduct and behaviour during live online sessions as they would be expected to in school.

This includes but is not limited to:

- Ensuring appropriate language is used in Teams comments or emails, and that any comment is on-topic and relevant to the task in hand.
- Ensuring full engagement with the session
- Ensuring that clothing is appropriate, following the same guidance as a normal "non-uniform" day in school.
- Pupils should choose an appropriate setting to take part in remote learning -
- Pupils are encouraged to take part in the live sessions that are available if they are well enough to do so.
- Cameras should be turned off Microphones muted unless directed otherwise by the teacher.
 - Pupils must follow the direction of the teacher for these sessions

(see acceptable use agreement)

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

This will be monitored via email correspondence, teachers will also monitor attendance at live check in sessions once these begin. Teachers will record telephone contact on cpoms

Where students are not engaging, this will initially be followed up with contact home to try and resolve any potential issues. If the child continues not to engage this will be escalated to the pastoral team to make contact.

Where pupils are engaging in remote education but where there are concerns with the quality or quantity of work being done, the individual teachers will make contact with home. 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:

- Teachers are not expected to mark every piece of work in depth, but they will be checking work and addressing any errors or misconceptions with pupils where possible.
- Teachers will use this information to adapt further learning as much as is possible

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.

If your child is struggling to access the remote education that we provide we will work with you to adapt it as far as is possible

Pupils unable to engage in remote education effectively, such as due to a lack of devices or a space to study, might be considered vulnerable.

Vulnerable children and young people and the children of key workers would continue to attend on-site provision.

For the most vulnerable children and young people, the school will prioritise their full-time attendance, working with relevant individuals and agencies.

All instances of non-attendance from vulnerable children will be followed up by the school.

We will:

- work together with the local authority and social worker (where applicable) to follow up with the parent or carer to explore the reason for absence, discussing their concerns using supporting guidance, considering the child's circumstances and their best interests

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.(see remote education contingency plan)

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

We provide a pack of work for all pupils via email that contains work and resources that all pupils can complete. This will be aligned as far as possible to the learning taking place in class. It may not be possible to include isolating pupils in other sessions but regular contact with the class teacher will be maintained.