Remote Education Provision (January 2021)

This information is intended to provide clarity and transparency to our parents/ carers and children about what to expect from remote education in the event of bubble closures or National Lockdown.

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

Remote Education: What to expect

The school has set out a consistent approach with all the systems and planning in place. Despite this, your child's initial day (or two) of being educated remotely will look different from our standard approach. This is due to the fact that we will take all necessary actions to prepare for a longer period of remote teaching, ensuring that it is sustainable, consistent and effective.

What should I expect for my child's first initial days of remote education?

Initially, we expect that your child is making use of our other school learning platforms, including: Seesaw, Bug Club, Purple Mash, TT Rockstars and Spelling Shed as we want to ensure that their education at home starts straight away, and we want it to kick-start remote learning by providing tasks which are creative, engaging and exciting.

To add to this, all of these platforms are monitored and work is set by our teachers and staff. We have invested in a range of resources so that these platforms provide coverage, in different ways, across the whole of the primary curriculum. These platforms will keep children engaged while learning and provide time to put our medium-term plans for teaching in place.

After my child's first initial days of remote education, should I expect the remote learning to be broadly the same as what us taught in school?

We teach the same curriculum remotely as we do in school, wherever possible and appropriate. However, we have needed to make some adaptations in some subjects, for example, guided reading cannot be taught in groups so we have set age-appropriate, challenging comprehension - linked to a range of different genres through our Bug Club App.

The timetable will remain the same and provides the same broad and varied curriculum but, as mentioned above, the tasks are set to ensure that your child has a level of challenge that may take a different format. Equally, we have to take into consideration that less support is provided on a one to one basis, and therefore some tasks reflect that the work is to be completed

individually. We have worked hard to ensure that the work is manageable for both parents/carers and children, otherwise this could have a detrimental effect on the sustainability of the plan.

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:

Primary school-aged pupils	**Key Stage 1**: 3 hours a day on average with less for younger children **Key Stage 2**: 4 hours per day

We have carefully devised a plan that is varied, and utilises our many useful resources, to ensure that children learn at home as they would do on a 'typical' school day.

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

The different remote learning platforms that we use for remote learning include:

- o *Microsoft Teams (Live and pre recorded teaching)*
- o *Seesaw (to set tasks linked to core subjects)*
- o *Timestable Rockstars (Maths)*
- o *Purple Mash (Literacy and foundation subject work)*
- o *Spelling Shed (Spellings)*
- o *Bug Club (Reading comprehension)*

If my child does not have access to online learning at home, how will you support them?

We recognise that some pupils may not have suitable online access at home. We have already contacted parents/carers and we have a log of all children in school who do not have access to the internet, technology or both. In the instance of a bubble closure or Lockdown, we will:

- o On the first day, contact the parents/carers of the closed bubble. In the event of a full closure, every teacher will contact their class throughout the first week

- o Ascertain the requirements from each child or family and offer support

- o Make arrangements to distribute purchased laptops (6) and the batch of laptops provided by the Government (38) which will be made available to loan

- o Distribute internet support from the quantity of data packs we have to provide free data for those families who have difficulty accessing the internet

- o On request, provide printed copies to support children at home who are still finding remote education difficult (this is a key consideration for SEND which is closely monitored up by our school's SENDCo)

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely which are all explicit on our 'remote learning' tab @Birkwood.org.uk

Here, we have links to all of our platforms and a specific timetable for each year group. This timetable provides an insight as to where the children will access teaching.

As a general summary, our teaching is implemented through the use of:

- o Class Dojo (Live and pre- recorded teaching with tasks set) **Nursery and Reception classes**
- o Microsoft Teams - Live and pre-recorded teaching (by our teachers) **KS1 and KS2**
- o Seesaw - Children complete work and teachers mark and assess three times daily **KS1 AND KS2**
- o School specific websites and apps that are teacher monitored with specific work set to meet the needs of all children across school
- o Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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

It is a legal requirement that we provide remote education for all of our children. Therefore, we have invested a lot of time and money into the provision for remote learning. Our aim is that remote learning is a seamless continuation of any work that has started in school. It is to reflect a typical week in school.

We recognise that there are lots of factors that contribute to children not being able to mirror the same level of engagement and work as they do in school. However, we have a full team of teachers available to support (8am- 4pm), 5 days a week to ensure all parents/carers and children are equipped and taught as they would be in school.

Our timetables (on the website) for remote learning reflect that of a typical week and we expect that children try to follow the plan as closely as possible. We have considered access to live lessons and this was a big factor in our choice of working largely with pre-recorded lessons which can be accessed any time of the day.

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

Teachers will be available to teach and support between the hours of 8am and 4pm every day. They are accessible through email and on all the above learning platforms. In the event that children aren't handing in work or they are creating work that doesn't meet their usual standard, feedback will be provided. Contact would be made specifically to individual children. In general, registers of work and calls are made at least weekly and will check on general well-being and offer support to all children and parents/carers.

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

Feedback and responding to work will take place daily and this will be done formatively and summatively (as it is in school) in order to provide support during the task and then assess and indicate progress made after it is completed. The work will be given focus and personalised feedback which will be used to generalise class areas for development, informing future planning.

Phone calls will be made at least weekly to celebrate progress made, as a way of enthusing children to continue to engage. We appreciate circumstances are different, but do still maintain high standards of teaching and learning.

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:

Where SEND pupils are not accessing the onsite school offer, they will access the remote platform as detailed within this document. The class teacher will ensure children's needs are catered for using differentiated planning and delivery.

Where it is not possible, or SEND pupils have difficulties accessing remote learning, the class teacher will work with the parent/carer and SENDCo to eliminate any barriers. It may be necessary for other resources to be provided to meet some pupils' individual needs; this will be agreed by the parent/carer, teacher and SENDCo.

The SENDCo will also use the remote platforms to ensure children who receive support from external agencies can continue to benefit, where appropriate. Where a child with an Education Health and Care Plan (EHCP) is not accessing the school's Vulnerable offer, the SENDCo will work closely with parent/carer, teacher and other services to ensure the school has used all best endeavours to continue with the support needed to meet the outcomes outlined in the child's EHCP.

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 your child is not in school because they are self-isolating, their remote education will differ from the approaches above by way of a reduced contact with their teacher due to their commitments in the classroom. Despite this, the work and the learning platforms will provide opportunities for your child to access similar (if not the same) work that has been completed in school supported by our online resources, with less teacher contact time. We will work hard to ensure that regular contact is made and that you and your child feel equipped to make good progress at home. Key documentation linked to learning are all available on our website and these will guide your child through a period of self- isolation at home eg Knowledge Organisers and Topic Overviews.

Tom Markham, Remote Learning Lead