



BOND PRIMARY SCHOOL

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Remote Education Provision: Information for Parents

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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?

All pupils have been given log in details to our google classroom platform to allow them to access remote learning immediately. Where families indicate that they have difficulty accessing online learning, hard copy packs can be provided.

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, in some cases some adaptations are in place in some subjects or for specific groups of children. For example, the pace of learning for some groups may be slower particularly in English.

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:

EYFS	Up to 1.5 hours daily with recorded or live sessions covering phonics, maths and story time
Key Stage 1	Minimum of 3 hours learning daily. Live teaching available for English and Maths in the mornings. Support sessions available in the afternoon for other subjects
Key Stage 2	Minimum of 4 hours learning daily. Maths and English lesson videos are provided with additional tasks. Additionally, live support will be available for English and Maths in the mornings. Support sessions available in the afternoon for other subjects.

Accessing remote education

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

Google Classroom is our main remote learning platform. Teachers will set work and offer live support through this platform. In addition, we also have Class Dojo platform which is used mainly to communicate key messages to parents/carers and support our positive behaviour for learning reinforcement. As part of the remote learning menu, teachers may direct children to use other platforms such as Times Table Rockstars, BBC materials and Oak Academy.

EYFS:

Children in EYFS will be able to use Google classroom to support the teaching of phonics and maths delivered by the class teacher. Tapestry will be used to capture children's learning both at home and at school. Children will be provided whit packs including topic related resources to support children's learning at home.

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:

- Parents must inform the school if they require support with access to devices to support remote learning. The school will endeavour to obtain devices and loan them to parents as needed. In addition, if families require support with data, they should contact the school for support.
- Where printed packs are required, families should contact the school and will be given a time slot to collect printed learning packs. A day and time will be given for submitting learning to be checked by teachers.

How will my child be taught remotely?

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

- Google Meets support live teaching (online lessons and support sessions). Google Meet sessions will be timetabled for two sessions to support English and Maths daily as well as an additional session in the afternoon to support other subject areas, discuss the day's learning, storytime, assembly)
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) may be used to introduce learning as part of online lessons
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences will be used to support lesson delivery.
- As needed and where appropriate, printers paper packs produced by teachers (e.g. workbooks, worksheets)

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 children to engage with remote learning. Teachers will be maintaining a register of attendance and work submission. Members of the senior leadership team will follow up with parents to ensure that children are engaging.

We have published a timetable to support parents in setting routines for the day. Parents are expected to follow the timetable and ensure that their children are online at those times. Parents must also ensure that their children are submitting learning daily as directed by their class teacher. It is not sufficient for children to not attend online sessions and only submit their learning. They must do both.

Parents must ensure that they use Class Dojo to share any concerns and seek support.

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

Teachers will maintain a daily register of engagement and submission of learning. In the first instance, teachers will contact parents/carers to ascertain barriers to accessing remote learning. Once these have been addressed, there is an expectation that children's engagement will improve; however, if this is not the case, senior leaders will be notified and contact with parents/carers made.

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 submit learning daily to the teacher for feedback. It is not always the case that all learning will be submitted- the class teacher will make it clear to the children what should be submitted for feedback. It is important for children to submit their learning as this informs future planning and learning for the children.

'How to...' video clips are available to support parents with submitting children's work on to the learning platform.

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:

Our SENDco will maintain regular contact with parents of children with EHCPs offering advice and guidance. It will remain class teacher's responsibility to liaise with the SENDCO to plan and deliver learning appropriate to the needs of specific SEN pupils. Teachers will arrange online sessions to support SEN groups and support staff who would normally work with children will be able to offer live support online.

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 and they are self-isolating and their class is attending school, how will their remote education differ from the approaches described above?

Assuming both class teachers are on site teaching their class, the child will be provided with a hard copy home learning pack. Where year groups have additional staffing capacity i.e. support assistants, teachers will arrange to offer support with learning at least once during the school day via google classroom.