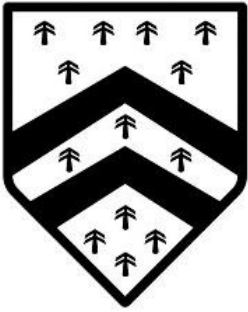


Remote education provision: information for parents



Bishop's Tachbrook CE Primary School

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if 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?

If your child is sent home, there is a short pack of work that consolidates learning they have been doing in school. A link will be given to you so that you can access this work immediately. If you are unable to access work online, the pack will be available on request. Completed work will be marked when your child submits it online, or brings it back into school on paper, and feedback will be given as necessary.

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 have prepared to teach the curriculum as closely as possible to the curriculum that would have been delivered in school.
- Teachers will meet with children online to explain learning for the morning session each day (maths and English), and answer any questions. At lunchtime, teachers will meet with children online to discuss any questions that arise from the morning's learning. This session will not be compulsory to attend, but if possible, please help your child to attend both sessions.
- Children in Year 5/6 will be set a task before their scheduled time to meet with their teacher. Their teacher will then explain the learning for the second session of the morning. This will rotate between a maths and English focus.
- In core curriculum subjects, if a powerpoint would have been used by teachers in school, this will be shared with the children, and explanations will be given as recorded explanations where necessary. White Rose videos will be used to support the teaching of maths.
- In non-core subjects, children will be taught areas of the curriculum that do not require practical resources that may not be available in homes. Some adaptations to curriculum areas may be necessary as a result, particularly in science, art and music.
- Children will have access to recorded worship sessions in the week.

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:

Primary school-aged pupils	3 hours total: 2 hours in the morning (Up to an hour of each of English and maths based learning) 1 hour in the afternoon (other curriculum areas)
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Accessing remote education

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

Reception and Year 1 will access learning through SeeSaw.

Teachers will record short videos explaining learning in more detail for the children and will call a group of children each day to answer questions and support with individual's learning needs. Every child will receive one phone call per week.

Year 2 and KS2 will be set learning through MSTeams.

The class teacher will meet with the children for 15 minutes online in the morning and the afternoon to introduce the learning, answer questions and provide feedback. This will be done through MSTeams.

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 you are not able to access learning online, paper packs linked to the work will be made available upon request. If a family is self-isolating, work will be delivered to homes, otherwise a family member is able to collect work packs from the school office. When further work is delivered / collected, completed work will be taken to be quarantined then marked and feedback will be given as necessary.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- live teaching (online lessons) – a 15 minute session with the class teacher for children from Year 2-6 followed by a focussed task for the children to complete.
- recorded teaching (video/audio recordings made by teachers) Reception and Year 1.
- Recorded teaching (videos provided by White Rose for maths) Year 1-6.
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- children will be provided with an exercise book (currently quarantined in school) to complete written tasks so that there is no expectation for children to type, and handwriting will continue to be improved.

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 in the morning teaching session with their teacher where possible. Class teachers will call children who are unable to access online teaching to explain tasks at least once per week.
- We expect parents to support children to access online teaching sessions where possible.
- We expect parents to support the children's engagement by encouraging them to stick to a routine for getting up and getting dressed in order to motivate them to work to the best of their ability.
- We expect parents to continue to listen to children read each day.
- We expect parents to praise their child's effort with tasks, and encourage them to ask teachers for help with tasks that they find challenging when they next meet online.
- We expect parents to ensure their children follow the safeguarding instructions of keeping their videos and microphones turned off and putting their hand up virtually if they have a question or wish to share an idea. They will then be given permission to unmute by the teacher. This will be rehearsed with the children in the first session they have online together.
- We expect parents to support children in Reception and Year 1 to access teaching and learning through SeeSaw daily.
- Times for meeting online are as follows:
 - Year 2 – 8:45 and 12:30
 - Year 3 – 9:15 and 12:45
 - Year 4 – 9:30 and 13:00
 - Year 5 – 10:00 and 13:15
 - Year 6 – 10:15 and 13:30

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

- We will monitor which children are attending the online sessions, and call children who are unable to attend at least once a week.
- We will mark work that is submitted online, and give feedback to individual children where appropriate. General class feedback will be given during online teaching sessions.
- If the work your child is producing is failing to meet the standard that we feel they are capable of, we will call you to discuss any extra support that your child may require.
- Teachers will provide verbal or written feedback on SeeSaw tasks for children in Reception and Year 1.

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:

- Verbal feedback will be given to the class as a whole during online teaching sessions, and next steps for all will be shared.
- Where individual feedback will enhance progress, next steps will be provided on submitted work.

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:

- We will provide children with extra scaffolded support, as we would in school, that will enable them to work as independently as possible. Where we know they will need extra support, we will contact you directly to discuss your capacity to support your child's learning and how this will be best managed.
- Bespoke learning for some individuals may be necessary where they are unable to access the learning set for the whole class, and this will be communicated with you and your child so that they understand the learning tasks that have been set.
- Consolidation of prior learning will be mixed with new learning to ensure children continue to have opportunities to feel successful whilst revisiting key areas of learning.
- Younger children may need extra support with learning, so Reception and Year 1 children will be set tasks using SeeSaw – as they are already familiar with this from home-learning tasks.

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?

- We teach a different curriculum remotely to that which we teach in school. The work that is set is based on areas of the curriculum that require constant revisiting in order for the children to become secure in their understanding.
- In maths, areas such as time, data handling, shape and space may be set. These areas of maths have been chosen as they require less parent/carer knowledge of the calculation methods used in school, and require less resources for the children to make good progress.
- In English, grammar and reading tasks will be set as these need little direct teaching in order for children to continue to make good progress.
- For other subjects, children will be given tasks that they are able to attempt independently of adult support. We are aware that adults at home will be working from home, and have set tasks that the children can complete as independently as possible.