

## **Information about your remote education**

### **Busill Jones Primary School**

This information is designed to help school leaders share relevant information with pupils and parents or carers about how they will provide remote education. The information should support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

If you do have any questions or queries then please contact us at [postbox@busilljonesprimary.co.uk](mailto:postbox@busilljonesprimary.co.uk)

## **Remote education provision: information for parents**

Overarching principles:

- Remote plans follow the same sequence as that happening in school.
- Teachers will use high quality resources that mirror those used in school where applicable and appropriate, are easily accessible and break learning down in to small steps (avoiding long-term project type tasks). This includes videos and nationally produced resources such as those on the BBC, White Rose or Oak National Academy.

Summary:

- Children should have the same amount of work they would have in a school day and aim to follow their normal timetable. Parents should be guided as to how long to spend each day.
- All resources will be available through Microsoft Teams or if technical issues the school website or emailed to the parent in advance. Paper packs will be made available to identified families and teachers will be made aware in advance who these will be.
- Resources will support both guided and independent tasks.

### **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?**

**Children isolating for a short period (up to 48hrs)**

E.g. child sent home during the school day as displaying symptoms or because a sibling is.

Child takes home their Maths and English work, an exercise book and stationary.

Teachers should have a weekly pack available either on Microsoft Teams or on the class page of the website.

Children who are unwell will not be expected to work from home.

**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, we have needed to make some adaptations in some subjects. For example, for our topic lessons (History, Geography, Art and Design) projects have been set which follow the Cornerstones guidance. The projects still follow National Curriculum Objectives.

## 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	Key Stage 1- 3 hours a day on average, with less for younger children  Key Stage 2- 4 hours a day
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## Accessing remote education

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

<b>To enable teaching and learning to continue as effectively as possible during the need for</b>	<ul style="list-style-type: none"><li>• Work will be set weekly and uploaded by Monday morning via Microsoft Teams or the class pages on the school website, so that in the event of short-term quarantine or isolation for individuals, parents can access the work their child would have been completing in school</li><li>• We will make daily contact with parents and children via Microsoft Teams. This could be in the form of a typed message or a short, pre-recorded video.</li><li>• Teachers may use the live streaming for Q&amp;A sessions or to register the children but we will not use live lessons as a matter of course. Staff will provide frequent and clear explanations of new content using high quality resources and pre-recorded videos.</li><li>• Phone logs will continue to be monitored to ensure families are called regularly and any issues are followed up. Logs of any phone calls will be recorded in CPOMs</li></ul>
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<b>remote learning:</b>	<ul style="list-style-type: none"> <li>• Teachers will monitor the engagement of pupils' learning and if necessary refer to the DHT or HT where concerns arise. Children will be expected to engage in some learning every school day.</li> <li>• The school will communicate regularly with families through social media, weekly Newsletters and phone calls if necessary</li> <li>• The DSL team (including the SENCo) will remain in weekly contact with children who have an EHCP or who are deemed more vulnerable(e.g. children with a social worker)</li> <li>• The DSL Team and Wellbeing Team will offer remote access to parents and provide resources for parents to use at home with their children. If required they are able to signpost to other more specialist agencies such as CAMHs</li> <li>• Phase Leaders will keep an overview of the work which is being set to ensure consistency across the phase</li> <li>• The Headteacher will remain responsible for the overall quality of the school's remote learning</li> </ul>
<b>Whole School isolating due to localised lockdown or outbreak</b>	
<b>Daily</b>	<p>Children should register in Microsoft Teams using a short activity e.g. answering a question or responding to a visual prompt</p> <p>Daily activities available through Microsoft Teams reflecting the usual timetable</p> <p>Short instructional videos or short live feeds to introduce new learning or links to external resources such as BBC, White Rose or Oak National Academy</p>
<b>Twice a week</b>	Opportunity for feedback either verbally or through the stream or through Team meets
<b>Weekly</b>	<p>Contact with every child</p> <p>Feedback to SLT any concerns regarding children not checking in</p> <p>HT or DHT videos to children and weekly update for parents via a newsletter or similar</p>

## **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:

Children who have been identified as needing support at home will receive a device from school. The device will be registered and logged to the individual and a record maintained.

The parent/carer will need to sign a lease agreement form and this will be kept on file.

Any parent/carer needing additional data allowance for a device at home will be given a Vodafone SIM card which has 30GB data for up to 90 days. This fits all types of tablets, dongles and Wi-Fi devices.

Information regarding how to log on to the device, Microsoft Teams is available on our website and also within the contents of the bag.

Pupils do not need to print their work as it is saved in their individual folder within their class page. The teacher and TA can provide feedback on pieces of work. Any child struggling to access their file can complete their work on paper and this can be submitted via a scanned image or photograph to the class teacher for feedback.

Alternatively, work can be submitted into school using the boxes provided in the main office.

## 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)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches) linked to Cornerstones.

## 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?**

### **Our pupils will be expected to:**

- Log on to the appropriate remote live or recorded video sessions each morning and complete the registration task
- Watch all of the learning videos/join remote live learning sessions, taking a full and active part in them
- Complete the learning set by their teacher each day and upload their learning as requested by the teacher – photograph/video
- Use online resources such as Purple Mash, TT Rockstars and any other resources provided by the school

### **Parents are responsible for:**

- Setting a clear routine with each child using the timetable and the daily learning set
- Reading all communication that comes out from the school to ensure they are fully aware and up to date with news.
- Supporting their children to complete all of the learning set
- Liaising with school staff and seeking support on behalf of their child when needed, with class teacher via email
- Ensuring courtesy and politeness to any member of staff within any communication
- Providing access to the learning offered for their children
- Supporting their children by emailing the teacher pictures of completed work for assessment and feedback as required

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

Each class teacher will keep a log of children who are accessing online provision, paper version and who is submitting evidence daily. If there is no engagement on day 1. The teacher or TA will send a text reminder using Scholarpack or Marvellous Me, Day 2- will be a phone call home and day 3. A doorstep home visit will take place.

The work submitted by pupils will be checked daily and feedback provided in line with our Marking Policy Addendum.

## **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:

In this section, please set out briefly:

- The work uploaded onto Microsoft Teams will receive feedback from the class teacher in red. This will be saved in the pupils individual file and the class teacher will also keep a record of it. Feedback will be given at least twice a week on all subjects.
- The work packs will be submitted once a week in the main office and marked by class teachers. Feedback will be given via Marvellous Me, email or telephone. Marked work will be kept in school as evidence.

## **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:

#### **Children with EHCP**

Children with an EHCP or vulnerable not in school for an extended period of time will be expected to follow the work set by their class teacher on Teams or in the work pack.

On day 1 the SENCO or a member of SLT will check in with the family and make sure that the family are able to access the learning and what additional support or resources could be provided.

The teaching assistants that work with the individual children will also contact using Microsoft Teams or telephone to support with work or any other guidance needed.

The Family Liaison officer will also make contact at least once a week to ensure all is well and extend additional support if required.

#### **EYFS and Year 1**

Children in year 1 are still expected to make contact using Teams, but this relies on parental support. This will be done in small groups, individual basis so the learning can be targeted to need.

Some of the children in year 1 will also be receiving Speech and Language support so that they can continue to make progress in Communication and Language.

In EYFS, the class teachers are engaging via the telephone and setting weekly projects to support their learning and feedback given via Marvellous Me, email or telephone.

## **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?**

If a child is self-isolating and feels well then they can still access the remote learning as stated above.

However, if a child is not in school due to sickness, illness or Covid Symptoms then parents need to continue to follow the Pupil Absence Policy and communicate with school staff that their child is unwell and not able to participate.