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?

In the first instance of being sent home, your child will have a work pack that they can complete with a selection of remote learning activities (on Google Classroom). Once teachers have been able to establish a suitable timetable, all children will be expected to follow the timetable that has been given to them, all timetables will mirror that of their typical school day.

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 be taught the same curriculum remotely as we will be teaching in school. We have mirrored their remote learning day to that of a typical school day, including morning starter activities that the children would be expected to complete in school.

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	We expect remote education to take broadly the following numbers of hours each day: **Nursery**: Independent learning: morning tasks – name, days of week, months, etc, letter formation, number formation – 10 minutes Phonics/Maths- up to 30 minutes live teaching followed by up to 30 minutes of follow up work. Afternoon activities: online live introduction to topic/activity or music– up to 30 minutes followed by a suggestion for a practical activity **Reception**: Independent learning: morning tasks – name, days of week, months, etc, letter formation, number formation – 15 minutes Phonics/literacy (2 ability groups) up to 30 minutes live teaching followed by up to 30 minutes of follow up work. Maths- up to 30 minutes live teaching followed by up to 30 minutes of follow up work. Afternoon activities: online live introduction to topic/activity or music– 30 minutes followed by an activity Story time session - live
Key Stage 1	We expect remote education to take broadly the following numbers of hours each day: This will vary depending on how the live lesson goes, if children need more input and

	direction and if the live lesson needs to be extended. Teachers will remain online whilst children complete the work and will be available to reply to any comments and mark online work that is submitted. Work/problems will be reviewed at the beginning of the next live teaching lesson. Independent learning: morning tasks – name, days of week, months, etc, letter formation, number formation – 15 minutes Phonics/literacy (2 ability groups) up to 30 minutes live teaching followed by up to 45 minutes of follow up work Maths- up to 30 minutes live teaching followed by up to 45 minutes of follow up work Afternoon activities: online live introduction to topic/activity/ music/PE– 30 minutes followed by an activity that will take up to 60 minutes
Key Stage 2	We expect remote education to take broadly the following numbers of hour each day: Independent learning: reading, completing morning tasks etc. up to one hour English: 15 minutes live teaching, and up to an hour of work. Maths: 15 minutes live teaching, and up to an hour of work. Afternoon activities: a minimum of two activities a day have been provided which should take up to two hours to complete.

Accessing remote education

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

You child will access online remote education through using their WONDE login, which they have been provided with, this is a single-sign-on password. The use of their WONDE login will enable them to access Google Classroom (where they can access online work), Google Meet (where they can take place in live lessons), and Gmail so they can contact each other or necessary teachers as needed. Once logged in to WONDE children will have access to all of the platforms that we subscribe to.

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:

- We will lend laptops or tablets to children, who do not have access to their own. These can be accessed by speaking to your child's class teacher who will notify Mrs Bayliss (headteacher). Your child's name will be added to a device list and you will have one allocated as soon as there is one available. It is likely that families will have to share a device but this will depend on demand and availability.

- We have been allocated 50 sims cards that parents can request, which will enable them to have a certain amount of free data. We also have BT codes for free internet access for postcodes that are in a BT wi-fi hotspot area.

-KS2 children who were allocated a laptop due to being a child in need during the summer term were also provided with an internet dongle, which will enable them to access the internet at home.

- Work packs are provided for all children, so that they can complete their online learning – this work mirrors what would have been completed during school. These work packs can be returned to school and feedback will be provided to all children.

How will my child be taught remotely?

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

At Burnt Tree we use a combination of these methods to teach our pupils:

- live teaching (online lessons) at least 3 lessons a day. Teachers will remain online to assist with work, mark any online work submitted and to respond to any questions through gmail.

- recorded teaching (Oak National Academy lessons)

- printed paper packs produced by teachers (workbooks for English and maths) These packs will work alongside the live lessons, but can be completed without the live lessons if a child is unable to access the live teaching. The packs will cover 2 weeks of learning at a time. The packs will be returned for marking.

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (BBC Bitesize etc.)

- times tables rock stars, purple mash, education city.

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:

- → login to their live learning, at their allocated time slots,
- → to complete their work in the allocated time scale,
- → to upload (turn in) their completed work so that it can be marked or graded accordingly.
- → to return their completed work packs.

We expect all parents to:

- → support their children with logging in, if they cannot login independently,
- → contact the school if there is an issue concerning logging in, or completing the paper packs
- → contact the school if there is an issue concerning internet connections etc.

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

We will check on your children's engagement by:

- → monitoring who login to the prearranged Google Meet (live lessons)
- → monitoring who submit work on Google Classroom,
- → monitoring who complete work packs and to what standard,
- → weekly phone calls to monitor the children who do not/cannot login to Google.

If we have any concerns about engagement, we will contact parents immediately so that they are aware of any concerns we have. All concerns will be monitored closely and parents will be provided with up-to-date information.

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:

Feedback will be provided:

→ daily,

→ each piece of work submitted on Google Classroom, will be marked once it has be 'turned in', it will be graded with comments and returned so all children can see how well they completed the task,

→ work packs will be marked once they are returned to school, but where children can, they will be encouraged to mark them at home when they have been provided with the correct answers. All work packs will be returned to school at the end of every 2 weeks to be checked and marked by a teacher.

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:

- Work packs will be differentiated for children's abilities and in relation to any specific needs.
- Additional online teaching/support will be provided by class teachers/LSP's outside of the set live lesson if necessary to provide support that will enable a child to complete the paper work packs.
- Speech and language sessions will continue at times arranged with parents, provided by a HLTA.

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 not in school because they are self-isolating, the expectation will be that all children will complete the work according to the timetable that they will be provided with. They will be provided with clear examples of how work needs to be completed and provided with the necessary support. The expectation would be that they would complete all of the work whether that be online or within a work pack.

If a whole class is asked to isolate then remote learning will be provided online.