

# Beetham CE Primary School

## Remote Education Provision



Caring for Everyone, Learning Together,  
Achievement for All

This policy is based on the Christian principles, values and beliefs that underpin everything we do at Beetham Church of England Primary School.

Approved by	
Name:	John Lomax
Position:	Chair of Governors
Signed:	
Date:	11.1.2022
Proposed review date:	30.7.2022

## **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 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?**

On day 1 pupils will be directed to apps and websites which they are used to using such as Letter join, Spelling Frame, Mathematics and Reading eggs.

By Day 2 teachers will be able to provide remote education in line with that of those children in school.

### **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?**

Remote education is of a high quality and aligns as closely as possible with the in-school provision.

Remote learning will be set on Google Classroom or Tapestry (EYFS). This will be in the form of documents, video and links to activities that support learning which would be taking part in school.

In some circumstances it may not be entirely possible to set exactly the same work so an appropriate alternative will be set.

Children will be set work upon handing in the previous work.

## 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	<p>Key Stage 1: 3 hours a day</p> <p>Key Stage 2: 4 hours a day</p> <p>It is vital for children's health and well-being that they spend part of each day taking part in physical activities outside as they do at school.</p> <p>Children with SEND/Medical conditions may need more regular breaks during the day.</p> <p>Children who are unwell are not expected to complete work until they are well enough to do so.</p> <p>If a full school closure were to occur, online registrations would take place through Google Classroom at 9am and 3pm each day. Children are invited to attend one, both or neither of the sessions. If children chose not to engage in the registration sessions then their completion of work will be monitored to ensure engagement in learning.</p>
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## Accessing remote education

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

Remote education is provided on the following web-based learning platforms:

Nursery & Reception: Tapestry

KS1: Google Classroom

KS2: Google Classroom

Teachers will provide additional support/advice for any families experiencing problems with remote learning.

### 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:

Where pupils do not have online or digital access to support remote learning school will either;

Provide paper based work for children to complete.

Provide a laptop or iPad during the lockdown period so children are able to access the internet.

## **How will my child be taught remotely?**

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

All pupils will have access to high-quality education when working remotely. We will use a range of teaching methods to cater for different ages and learning styles. This will include:

- Pre-recorded video or audio lessons made by class teachers or other organisations such as Oak Academy
- textbooks and reading books pupils have at home
- educational websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities
- practical activities and games

## **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?**

There is an expectation that children will engage in remote learning each day. If a child does not engage regularly the headteacher will contact parents to offer support and advice.

Our school is aware of the pressures that remote learning places on parents/carers whilst many are also trying to work from home. We ask therefore that parents/carers discuss any issues or concerns about the lessons with teachers as and when matters arise.

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

Parents/carers will be contacted by the class teacher or head teacher if there is a concern over engagement with remote learning.

Engagement will be measured by the amount of work 'returned' in Google Classroom or comments added on Tapestry.

## **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:

Teachers will assess and provide feedback once work is submitted on Google Classroom/Tapestry. This will be in line with our marking and feedback policy.

## **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:

Teachers will ensure lessons are inclusive for all pupils and can be adapted for the needs of pupils with SEND

All provision for remote learning will be set by the class teacher and will be appropriately differentiated.

Teachers will be available to communicate with parents of children with SEND to offer support and respond to individual learning needs should they arise.

Where children receive intervention, work will be set based on the sessions they would normally have in school as well as whole class learning.

## **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?**

For any individual children who are required to self-isolate, remote learning will take a similar format as for other pupils.