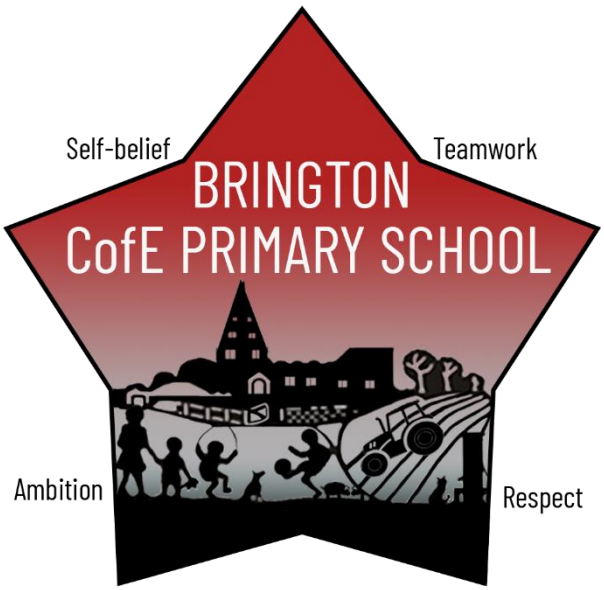


Remote education provision: information for parents

Brington C of E Primary School

(To be read in conjunction with our Remote Learning Policy)

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?

Remote Learning packs were created for every child in November 2020 in preparation for any future lockdowns. These packs include resources for lessons and also books for the children use when completing work set. These packs will be sent home with your child on the day before any future lockdowns or will be posted to families if this is not possible

Our Google Classroom platform is well established and 'all' children have been able to access their weekly homework (on Google Classrooms) since October 2020. Google Classrooms is how all lessons will be delivered for all year groups on a daily basis and will start on the first day of any lockdown or closure of a school bubble.

The lessons will be delivered in a structured way which largely resemble a typical school day at Brington. Maths and English will be taught in the morning and foundation subjects will be taught in the afternoon.

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, some subjects were planned with the intention of using our school's Forest Area facilities; this of course will not be possible during a period of lockdown, but the teaching staff will plan learning for linked activities which could be completed in a garden for example.

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:

Owls Class (EYFS/Yr.1)	3 hrs
Hawks Class (Yr.2/Yr.3)	4 hrs
Eagles Class Evans (Yr.4/Yr.5)	4 hrs
Eagles Class Kennedy (Yr.5/Yr.6)	4 hrs

Accessing remote education

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

In September 2020, all children were provided with access to Google Classrooms. Children were taught how to navigate the platform, how to access online lessons and how to submit completed work. We have assessed and monitored this access by way of using Google Classrooms to set weekly homework. Parents have also been provided with support with access which can be found here: https://brington-cofe-primary-school.secure-primarysite.net/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:

- Electronic devices are issued to pupils who need them. Parents should email head@brington.cambs.sch.uk or phone the school to request assistance.
- Dongles can be provided for students without internet access using the same e-mail as above.
- Paper copies of work / student booklets can also be provided for students who struggle with online provision or do not have access. This is arranged by their subject teachers.

How will my child be taught remotely?

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

Activities will be similar to those ordinarily covered in class, with links to online learning, presentations, worksheets, videos and other resources as necessary. Activities will be part of a well sequenced curriculum where knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.

There will be an element of video teaching via Google Classroom every day. This may be 'live' content, either with the teacher live streaming or having pre-recorded content for the children. There will also be use of high quality teaching video using material from Oak National Academy, White Rose Maths, and a range of other carefully selected sources.

In the case of the whole class or school being sent home (not where individuals are isolating), teachers will provide a minimum of 1 (sometimes 2) live session with the children each day to promote contact and engagement with friends, and to support mental health and wellbeing.

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 that

- Each child will engage with the home learning that is set each day.
- Most work completed will be needed to be uploaded and submitted via Google Classroom each day. In some cases, this will be work completed by the children eg a Google Doc. In other cases, it may be a photo of some work eg a Maths worksheet, or a drawing. Parents and carers may need to support their child with this (especially in Key Stage 1).
- Parents will support their children as necessary to access the learning resources, and provide paper, pens etc as required (in addition to the resources packs provided by school)
- Parents will get in touch with class teachers if there are any issues with the above.
- *The best way to support your child with their homework is by ensuring a structured routine is in place for their day, in line with timetables shared by teaching staff.*

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

The child/ family's response to home learning and the attendance of the daily Google Class Meets is the best way that we can ensure the children are well. If a child is not completing the work, or the quality of the work noticeably dips, teachers will email the parents. If there is no response within 24 hours, teachers will follow up with a phone call.

Teachers will use their professional judgement about how to support the child and family. This could include providing a paper pack of work to complete, a short Google Meet with the child to motivate them, suggestions for how parents can support their child.

If there is still a lack of engagement, the issue will be escalated to a member of the Senior Leadership team who will ring the family to explain that there is a safeguarding duty of care on the school's behalf and a requirement that we make sure the children are safe and well.

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:

- Written feedback from teaching staff for individual pieces of work submitted
- Verbal feedback during whole class live sessions
- Online quizzes (sometimes linked to class knowledge organisers) either during or at the end of units of 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:

Mrs Kennedy, as SENCO, is responsible for:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely and liaising with support staff as appropriate to implement this.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.
- Arranging additional support for pupils with SEND which will be unique to the individual's needs.

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?

- Non Covid related absence - no remote learning will be provided as the child should be in school unless they are too unwell to learn.
- Child isolating due to contact with a positive test result or child isolating whilst a family member awaits a test outcome/ isolating for another Covid related reason - remote learning will be available from the day after contact is made by the parents. If practicable, bearing in mind the other demands on the class teacher, learning will be made available the same day.