

*Be the best you can be*



**Barrow Island**

Community Primary School

**Barrow Island Community Primary School**

**Remote Education Guidance**

## **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?**

Children will be sent work home by their class teacher. This could consist of reading books, maths worksheets or reading comprehension tasks.

#### **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, children working remotely may be asked to complete certain pieces of work on a tablet or other device, rather than in a textbook.

### **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:

Key Stage 1	2 hours
-------------	---------

Key Stage 2	3-4 hours
-------------	-----------

## **Accessing remote education**

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

If it is necessary for a child to work remotely, the admin staff will set up the child with a login to Microsoft Teams. This will enable the child to join their regular lessons via their classroom smartboard.

### **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:

- Issuing the child with a school laptop or iPad to work on from home, on a temporary basis
- Provide a selection of printed worksheets relevant to the learning the child will miss
- Work will then be collected at the end of each week.

## **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)

## **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?**

- Pupils are expected to participate fully with remote learning providing they are fit and healthy enough to do so
- Parents are expected to support children with their remote learning and contact school if there are any issues with this

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

- Children's work will be checked every day if submitted electronically, or every week if submitted in paper form.
- When engagement is a concern, parents will be contacted initially during a phone call, and potentially being invited into school for a meeting.

## **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:

- Work submitted electronically will receive feedback via Microsoft Teams or email. Paper submissions will receive written feedback.
- Feedback will happen as soon as possible for all work. We aim for daily feedback for electronic work and weekly for paper 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:

- Pupils with SEND will still receive high-quality remote provision, tailored to their individual needs.
- Our school website includes links to online videos and training for parents to enable them to better support their SEND child.

## **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?**

A child who is self-isolating is still entitled to receive a high-quality, ambitious curriculum delivered by a teacher. If the child is well-enough to participate, they will receive the same curriculum as their peers in the ways mentioned in previous sections of this guidance.