

# Bretherton Endowed CE Primary School

## 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.

This information page is to be referred to in the event of National Lockdown or statutory self isolation periods. Please refer to our Catch up planning for remote learning outside of these times.

### **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

In the first couple of days, children's work will be set on Google classroom for all classes and may include recorded lessons. A Google meet may be used to reassure and support children.

## **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, in Design and Technology, Science and Art we may have to make some adaptations to our curriculum to ensure we don't add pressure to families for resources needed etc.
- We found in previous remote learning that to hold live lessons restricted some of our children and families as the WIFI in Bretherton isn't always reliable even though the WIFI in school is. With this in mind, it is likely that we will continue to offer recorded lessons, video or audio for English, Maths and Topic / foundation subjects and Google meets to discuss questions, pastoral support, reading and Q and A for children.
- On the first day of a child needing to self isolate, children can access learning through printed CGP booklets, reading books, homework grids and other online learning platforms such as Times Table Rock stars; Purple Mash, Discovery Education/Espresso, Spelling and Maths Shed and Learning By Questions. Thereafter, from Day 2, the child will access the lessons via the Google Classroom platform that the class in school are experiencing.
- If the whole class has been asked to self isolate, the children will have their lesson uploaded to Google Classroom platform from Day 1. In addition, children can also access their CGP booklets, and other online resources to support families in making the transition to remote learning.
- Subsequent remote learning will continue online using Google classroom. If any parent has difficulty with availability of technology or needs paper resources, school will work with them to overcome those barriers.
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## **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:

|   |  |
|---|--|
| <p>Key Stage 1 ( including aspects for Reception)</p>                       | <p>Phonics 30 mins</p> <p>Reading 30 mins</p> <p>Maths 30 mins</p> <p>English 30 mins</p> <p>Foundation subjects inc physical activity 60 mins</p>   |
| <p>Key Stage 2</p>  | <p>Phonics 30 mins</p> <p>Reading 30 mins</p> <p>Maths 60 mins</p> <p>English 60 mins</p> <p>Foundation subjects inc physical activity 60 mins</p> <p>In addition some spellings and handwriting may be encouraged.</p>  |
| <p>Key Stage 1</p> <p>Class structures:</p> <p>Year R/1</p> <p>Year 2/3</p> | <p>Early years children, we feel should not be learning at a screen for prolonged times during the day. They will be able to access with support:</p> <ul style="list-style-type: none"> <li>• Phonics focused sessions</li> <li>• Maths focused sessions</li> <li>• Reading</li> <li>• Access to regular worship and Religious Education stimulus</li> <li>• <b>Topic/PE</b></li> </ul> <p><b>Year 1</b> children’s learning will follow the following daily pattern:</p> <ul style="list-style-type: none"> <li>• Phonics focused session</li> <li>• Maths focus session</li> <li>• English including reading</li> <li>• Topic*/PE/RE/PHSE/Science</li> <li>• Weekly worship</li> </ul> <p><b>Year 2/3</b> children’s learning will follow this daily pattern:</p> |

|                                      |   |
|--------------------------------------|---|
|                                      | <ul style="list-style-type: none"> <li>• Maths</li> <li>• English including reading and writing</li> <li>• Spellings/phonics</li> <li>• Topic*/PE/RE/PHSE/Science</li> </ul> <p>*History/Geography/Art/D&amp;T/Music/Computing</p>  |
| Key Stage 2                          | <p><b>Year 4/5</b> children’s learning will follow this daily pattern:</p> <ul style="list-style-type: none"> <li>• Maths</li> <li>• English including reading and writing</li> <li>• Spellings/Times tables</li> <li>• Topic*/PE/RE/PHSE/Science</li> </ul> <p>*History/Geography/Art/D&amp;T/Music/Computing</p> <p><b>Year 6</b> children’s learning will follow this daily pattern:</p> <ul style="list-style-type: none"> <li>• Maths</li> <li>• English including reading and writing</li> <li>• Spellings/Calculations</li> <li>• Topic*/PE/RE/PHSE/Science</li> </ul> <p>*History/Geography/Art/D&amp;T/Music/Computing</p> |
| Enrichments and additional education | <p>In addition to the core education that is included in our remote learning, we will offer enrichment resources including the following:</p> <ul style="list-style-type: none"> <li>• Golden Time challenges</li> <li>• Les Mills/ active stimulus for families</li> <li>• Celebration Assemblies</li> </ul> <p>Festivals and event days such as Children in Need/Storytelling week.</p>   |

## Accessing remote education

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

We use Google classroom as our learning platform and other online resources such as cornerstones, times table rock star, spelling shed, purple mash and Learning By Question.

At school we have a 1 to 1 device scheme for children from year 2 upwards and would be able to lend any pupil a device should they not have access to one at home.

Bretherton Endowed will provide remote learning through the Google Classroom platform as a primary platform for presenting, delivering and distributing work which offers feedback, monitoring and recording opportunities. Our website is also a VLE as a back-up as it was used in the original lockdown.

All children and staff have access to Google log in and 3 staff have admin rights for continuity of use. Parent's training sessions have been run in 2020/2021 and prompt sheets and 'how to' guides are available on our website. One to one support has been offered and accepted by families who requested additional support.

In addition, we will provide our children access to all online resources that are accessed in school, such as:

- Timetable Rock stars
- Purple Mash
- Discovery Education/ Espresso
- Learning By Questions
- Spelling & Maths Shed
- Owl reading
- Les Mills and active online resources

Teachers will make good use of resources provided by large professional bodies such as Oak Academy; BBC; Bite size; and others offering quality support to education.

### 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:

Parents can contact school via email or school office number to arrange the following:

- To lend laptops or tablets to pupils
- To provide WIFI cards/dongles for online access ( vodophone )
- Access to printed learning booklets or White Rose brochures / CGP where appropriate.
- Work will planned and expected to be submitted through Google Classroom and feedback will be given via text feedback or oral feedback. If not online, work can be handed into school for feedback.
- School has a supply of refurbished Iphones which can be lent to parents or families.

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

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

This list is a range of approaches we use to teach pupils remotely.

- live teaching (online lessons) limited due to WIFI in Bretherton
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers using Loom)
- 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
- Online resources LBQ, Spelling Shed, Purple Mash
- 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?

We have an expectation for children to engage with learning at home and will provide support for parents to ensure that this happens

We are available to provide support for all pupils and families.

In offer a consistent provision daily when individuals and whole classes are remote learning, we encourage parents and children to engage fully with the planned lessons. However, we appreciate the intense pressures and demands on parents who are working or caring for multiple children at home and so we will work with all families to support active participation at an appropriate level for children's education to be promoted and accessed.

- Children's access to Google classroom will be monitored by the class teacher and recorded at a whole school level.
- A timetable will be provided by all classes on the platform to support parents in planning supporting their child.
- We will work with parents to encourage participation with all aspects of the learning offer.
- As work is sequenced over lessons, over the week and over time, we would like to encourage children to access English and Maths lessons each day in order.
- Families will be supported if a child is identified as not engaging with remote learning to offer support individually to increase involvement. Any barriers identified will be addressed.
- We will encourage parents to contact school if they are experiencing any barriers to their child accessing the teacher's lessons. If we identify any concerns, we will contact the parents to find out why.

A child not engaging in remote learning despite support and parental engagement, may be invited to access in school provision as lack of education could result in a child being classified as vulnerable.

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

We would expect children to engage in learning at home and will support and monitor this through:

- Online Google Meets for Q and A daily
- Providing feedback on uploaded work on Google Classroom via text or audio messages
- Phone calls home
- Parent emails

Any concerns will be raised with parents via phone call or email.

Our staff appreciate that when we are working remotely, we need to work harder to connect and engage with children through feedback opportunities. We will offer feedback in a variety of ways, according to the content or purpose of the task, opportunities for face to face interaction and knowledge of the child/class.

Staff will:

- Acknowledge all work with a score/mark or brief comment
- Provide oral or written feedback through the Google classroom platform to encourage, motivate, praise, guide future learning or set targets
- Provide oral or written whole class and general feedback through the live interactions using Google Meets to encourage, motivate, praise, guide future learning or set targets
- Provide specific feedback on a particular piece of work to identify strengths and areas for development.
- Staff will provide feedback on work within 24 hours if uploaded within the day set. If it is completed later or uploaded later, staff will review all marking at least one session to catch up later uploaded work.
- Use their review of learning submitted to accurately inform future planning and this may include offering additional learning sessions on an individual or targeted approach.

In relations to the methods we will use to assess work, these will be rooted in what is good teaching. Teaching staff may assess children's learning through any/all of the following ways:

- Specific assessment task planned into lessons
- Quiz
- Question and answers
- Close exercise
- Application of knowledge and skills
- Presentations
- Video/voice recording

## **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:

Linking carefully with our in school provision, children with special education needs have work that is tailored to their ability and learning targets. Including:

- High focus on social and emotional wellbeing, through wellbeing calls, visits, resources and sessions
- Personalised learning and consolidation of skills and knowledge
- Support for parents in relation to technology or printed work support
- Classification as 'vulnerable' at Bretherton if they are unable to access remote learning effectively.
- Weekly phone calls for parents or more if needed
- Access to Confident Me, phse, ELSA resources and calls as required
- Teachers planning work accessible, according to need.
- Celebration of achievements and continued review of learning and social targets.

## **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:

- Recorded lessons
  - Additional scaffolded work
  - Additional Google Meet
  - Include within Key worker placements where appropriate
  - Reception children daily Google Meets
- Daily Monster Phonics video and online resources
- Adapted lessons where required- skill of Class teacher/TA's

## **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?**

Work will be added to Google classroom

Where appropriate and resources allow, child can access in class learning and teaching through Google Meet