



BRIGANTIA  
LEARNING TRUST  
Creating excellence together

# REMOTE EDUCATION INFORMATION FOR PARENTS

January 2021

## Contents

The remote curriculum: what is taught to pupils at home.....	3
What should my child expect from immediate remote education in the first day or two of pupils being sent home?.....	3
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? .....	3
Remote teaching and study time each day .....	3
How long can I expect work set by the school to take my child each day? .....	3
Accessing remote education.....	4
How will my child access any online remote education you are providing?.....	4
If my child does not have digital or online access at home, how will you support them to access remote education? .....	4
How will my child be taught remotely? .....	5
Engagement and feedback .....	5
What are your expectations for my child’s engagement and the support that we as parents and carers should provide at home? .....	5
How will you check whether my child is engaging with their work and how will I be informed if there are concerns? .....	6
How will you assess my child’s work and progress?.....	6
Additional support for pupils with particular needs.....	7
How will you work with me to help my child who needs additional support from adults at home to access remote education?.....	7
Remote education for self-isolating pupils.....	7
If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above? .....	7

## 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 the first day of absence, pupils will be set work by their class teacher to complete. This will be sent via email or posted on Class Dojo. For pupils unable to access technology, work packs will be sent home

From day two, their class teacher will send instruction/ links to an online resource such as a video via Dojo and any work packs or required resources will be delivered home.

### 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, pupils may be given alternative options for completing art- based tasks or science experiments.

## 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 2	Y3 – 4 hours
	Y4 – 4 hours
	Y5 – 4 hours
	Y6 – 4/5 hours

## ACCESSING REMOTE EDUCATION

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

Daily greetings, information, teaching videos and lesson links (on safe sites) will be delivered daily through Class Dojo to all pupils. Class dojo can be accessed on a smart phone as well as laptops and tablets, this facility ensures that it is an accessible communication and teaching tool for the vast majority of families. The personal message facility ensures parents, class teachers and school can communicate simply and effectively.

Additional, daily pastoral and learning sessions will be delivered through Microsoft Teams meetings.

Opportunities for daily feedback are provided through Class Dojo and the daily Teams meetings. Parents /pupils are invited to upload photos of daily learning to their individual portfolios on dojo.

Lexia is a fun phonics and reading platform which takes pupils on a learning journey from the initial introduction to differentiating sounds to complex comprehension.

A whole Library is available for all pupils on MyOn – they can follow up their research /reading on Accelerated Reader with comprehension quizzes.

Rock Star Maths is a fun multiplication learning platform.

Years 5 & 6 can access SATS companion to support them preparing for SATS and helping to consolidate their primary learning.

We will also be introducing a new learning platform for Y3 and 4 during the Spring Term

### 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:

All pupils are provided with printed materials, workbooks & everyday resources such as glue, pencils and scissors they need to access the online learning. Pupils without access to online learning are provided with additional information within these packs. Parents can collect these resources at designated times/social distanced from school. Workbooks are returned at the end of each unit of work and new books and appropriate materials collected. Staff review the work completed and feedback to pupils via dojo messaging, teams or a telephone call. For pupils who cannot access feedback in other ways, teachers will include more extensive marking/feedback at the next drop off/collection point.

We have some capacity to post or deliver resources/books if necessary and will provide parents with stamped addressed envelopes to return pupils' work.

School has received an allocation of laptops from the DFE and has distributed these to pupils who don't have access to the resources they need to engage in online learning. Parents who are new to school will be asked questions to ascertain the access they have for remote learning so we can support their pupils' needs. Parents who have difficulties accessing remote learning are invited to phone school or message the class teacher on Class Dojo.

Pupils who don't have access or a quiet space to learn will be invited to attend school. We aim to ensure all families have access to at least one device other than a phone so all pupils can access learning platforms and Teams meetings during the day.

## How will my child be taught remotely?

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

We use a blended learning approach to remote teaching. Teachers make considered decisions about the delivery of each unit of learning to ensure it is delivered successfully. They choose from:

- daily recorded teaching, most regularly by the teaching team in school to ensure it is specific to the needs of the pupils. But also including video/audio records made by other teachers through BBC bitesize, RWI and Oak National Academy.
- occasional live teaching (online lessons)
- daily discussion sessions addressing misconceptions or adding challenge
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks as required
- reading books for beginner readers which can be exchanged weekly following strict social distancing at designated times
- commercially/widely available websites supporting the teaching of specific subjects or areas eg virtual tour / Google maps

## 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 pupils to engage in home learning daily during the school term. However, in exceptional circumstances we work flexibly with parents whose work commitments make this difficult, as long as the pupils receive the education they are entitled to and make progress.

Parental support is vital to all our pupils – we all work better with support and praise. However, the level of parental support needed will depend upon the age and ability of your child. All pupils will be given learning they can do independently but our younger pupils will need a mix of short periods of close support and access to you to ask questions/ get help during the whole of their learning time. Years 5 & 6 pupils should be able to engage in most of their learning independently, but your support will help them to achieve maximum progress.

Each day will follow the same basic daily timetable:

- A morning greeting
- Mathematics
- Reading / Literacy skills for Juniors
- Writing

LUNCH

- Theme lessons (art, science, RE, geography etc.)
- Class text

Each week there will also be physical activities and additional challenges.

Physical breaks are important for pupils and should be taken between Maths and Phonics or Phonics and Writing for all pupils, younger pupils will also need a short afternoon break.

Our pupils are used to sitting at a desk throughout most of the day and will find it easier to engage and immerse themselves in learning if they are able to sit at a table.

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

Teachers will be checking for engagement daily and will telephone you if your child has not engaged for two days (unless we are made aware, they are ill or there are special circumstances). You will be asked to post in your pupil's portfolio daily and/or indicate engagement on dojo.

If your child has no remote access, a member of staff will telephone regularly to provide teaching support and check engagement.

Our home school support officer will telephone if engagement does not improve and may make a doorstep home visit if we cannot get hold of you.

Senior leaders will telephone if your child is still not engaging.

If your child is reluctant and you are finding it difficult to motivate them to become engaged please telephone school and a member of staff will contact you and talk to them, daily if necessary. They will work with you to put together a strategy to re-engage your child.

## **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 pupils. 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:

Pupils will receive regular written and verbal feedback through Class Dojo when teachers review their portfolio, at Teams sessions and when their workbooks are returned to school.

Pupils will be encouraged to self-mark, where appropriate, and let teachers know how well they got on.

Lexia, Rockstar Maths, Accelerated Reader and Twinkle Go all have built in feedback for pupils.

We feel positive rewards support pupils' continued progress. Teachers will reward pupils for their home learning by awarding dojo points, which build up to prizes.

## 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:

- Daily greetings, information, teaching videos and lesson links (on safe sites) will be delivered daily through Class Dojo to all pupils. Personalised learning packs (including resources) will be available or delivered to all pupils requiring additional support
- Additional pastoral and learning sessions will be delivered through Microsoft TEAMS meetings to support pupils who need additional support
- Opportunities for targeted group sessions (linked to specific skills, interventions and support) will be offered and provided through Teams
- Direct regular contact with class teacher and SENCO
- Pupils with an EHCP or complex additional needs will be offered a place in school wherever possible

## 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 pupil is self-isolating during a national or local lockdown, or their bubble are all isolating, their teaching will be as above. However, if the rest of their bubble are at school, on the first day of absence the school will send some year group specific activities over Dojo and email if requested.

From day two, their class teacher will send instruction/ links to an online resource such a video via Dojo and any work packs or required resources will be delivered if possible or posted. The teacher will send the isolating pupil the same curriculum as their peers in school but amended to be accessible at home. The home liaison officer will keep in regular contact with the family by phone and the class teacher via Class Dojo to provide support and assistance in terms of both education and welfare.