

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?

In the first day or two following pupils being sent home, they would be provided with work on SeeSaw as they have been accessing since April last year.

For pupils who are unable to access this in the short term, work packs would be made available. If parents/carers need support to provide paper/pencils etc, they should contact the school and this equipment will be provided so that every child has maximum opportunity to access work.

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 aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we will need to adapt subject knowledge as we move to remote education. Some subjects are difficult to teach remotely, for example, a Science lesson might take a different form when there is not the option for children to work practically when specific equipment is needed, an Art or DT lesson will likely be different to the planned curriculum as if in school.

The pace of the curriculum will likely slow as it is more difficult to cover work at the same rate when children are accessing from home. Teachers will avoid introducing too much new subject matter at once.

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:

Early Years	Nursery and Reception – Approximately 2 and a half hours of recorded teaching and activity follow up
Key Stage 1	Years 1 and 2 – Minimum expectation is 3 hours that includes either recorded or live direct teaching
Key Stage 2	Years 3 - 6 – Minimum expectation is 4 hours that includes either recorded or live direct teaching

Accessing remote education

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

The remote education that we are delivering uses two main learning platforms. Teachers will use Teams and SeeSaw and may make use of 3rd party resources to supplement the teaching materials. Where this is the case the school will only use resources that have been reviewed and deemed suitable. These may include BBC Bitesize, White Rose Maths, Oak Academy, Literacy Shed etc

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:

Moving on from previous remote education, when pupils were given paper packs to work through from at home, it is now expected that all pupils access remote learning online. This enables interaction between teacher and pupils and also between pupils themselves.

For children who are unable to access this in the short term, work packs will be made available. Anyone needing support with paper/pencils etc, should contact the school and this equipment will be provided so that every child has maximum opportunity to access work. Information has also been shared about increasing data allowances on mobile devices.

We have been allocated a number of laptops that we are able to loan out to pupils who have not got access to a device at home. Information about this is given through weekly letters and messages on the school app, website or Facebook page. Parents/carers should contact the school office to request a laptop and then, providing there are still devices available, can come to school to collect, or request that one be delivered to the home if the family are in isolation or otherwise unable to come to collect.

In exceptional circumstances, paper packs of work provided on line will be available however, this should only be seen as a short term solution as children will gain most benefit from engaging in online lessons.

If there are any concerns, school can be contacted via 01429 267768 or via email: admin@stbegas.bhcet.org.uk. Class teachers can also be contacted via their class SeeSaw page.

How will my child be taught remotely?

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

In Early Years, the most appropriate platform currently is to provide work via SeeSaw. This will include a range of work that has been uploaded for the children to complete online and recordings of staff delivering lessons. Teachers also provide whiteboards, pens and name cards for children to practise writing their name and their letter formation.

In Key Stage 1 and 2 there will be a mixture of online live teaching, recorded lessons (including recordings made by the class teacher or teaching assistant) and, on occasions, printed workbooks and worksheets.

Collective worship and reflection activities and tasks are provided on SeeSaw class pages.

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 parents/carers to:

- Support their child's learning to the best of their ability;
- Ensure their child is available to learn remotely between the hours of 9am-3.00pm with regular breaks which are reasonable and do not interfere with learning;
- Encourage their child to access and engage with Seesaw posts from their teacher(s) which will outline all of their learning;
- Check their child's completed work each day and encourage the progress that is being made ensuring that work is completed on time and to the best of their child's ability;
- Report any technical issues as soon as possible;
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of the Teams and Seesaw platforms;
- Contact the class teacher through the Seesaw platform if they require any kind of support;
- Ensure their child uses the equipment and technology for remote learning as intended;
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax

We expect children will:

- Take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
- Try their best to keep up each day with work shared by their teachers through Teams and Seesaw. The teacher will have been mindful of the time it takes to complete the work and children are expected to spend the same amount of hours learning that they would in a normal school day;
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly;
- Read daily, either independently or with an adult

Codes of Conduct for Parents/Carers and Pupils have been displayed on the school website and Facebook page.

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

Across all Key Stages, staff check on a daily basis the engagement with remote education at home.

In Nursery when no responses are needed, parents are encouraged to put a tick when children have engaged with the teaching. Every Friday a member of staff from the Early Years Team will make contact with all parents/carers to find out how the remote education is going. Responses are valued and recorded and this is a means of ensuring that the remote education is effective and accessible.

In Key Stage 1, teachers are aware of barriers that may exist when parents have particular work commitments and so this is picked up the next day.

In Key Stage 2, the SeeSaw daily log of posts is checked. Teachers check how many pieces of work have been completed by each child. Participation in live Teams sessions is also noted.

Across all Key Stages, where teachers are concerned about engagement in learning, phone calls home will be made to find out if there is a problem. Technology from school is offered if this is the barrier.

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:

In Early Years feedback is daily and formative and is completed by both teachers and teaching assistants. Where appropriate, areas for development are given. Reception children will sometimes be asked to complete work independently, for example, writing, so that assessments can take place and progress can be monitored.

In Key Stage 1 and Key Stage 2, feedback is given constantly throughout the day via SeeSaw. Mistakes are identified and children are asked to correct.

In Key Stage 2, feedback can take the form of comments, notes, points for improvement, voice notes or pink and green highlights in line with the school's marking policy.

As the extent of support given at home is difficult to monitor, it is hard to assess remote learning accurately as teachers are not always sure if the work is fully independent.

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:

In order that provision is made for pupils with SEND, we aim to differentiate work provided, especially in spellings, phonics, Maths and English work.

In cases where children are not able to access their year group curriculum, bespoke work is provided.

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?

In cases where a child is not in school due to self-isolation, the school will endeavour to apply the methods of remote education as outlined above. It may not always be possible to record lessons in these circumstances, however, accessing via Teams would be encouraged so allowing the child the opportunity to feel like they are still part of the class, albeit while the need to remain at home. Work will continue to be uploaded to SeeSaw for children to access.

Please note that as we improve and revise the provision, amendments will be made.