

BURBAGE 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.

What should my child expect from immediate remote education from day two of pupils being sent home?

(When school is fully open and individuals are required to isolate): from the second day of isolation, home-learning activities will be shared with parents and carers via our normal means of communication (Tapestry for EYFS & Y1; parent hub, email, the school website, paper copies and Microsoft Teams for children from Y2 to Y6). These activities will match the planned learning on site as far as possible.

(When school is 'partially closed' and children eligible for on-site attendance are required to isolate): from the first day of isolation, the child will have full access to our remote education provision, as detailed in this document.

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, practical content, including outdoor learning, physical education and subjects requiring physical resources only available on site will differ. Where possible, the equivalent home-based activities will be planned and shared.

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	An average of three hours per day.
Key Stage 2	An average of four hours per day.

Accessing remote education

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

We will use a range of platforms for the delivery of remote education.

All children: content may be shared via email, the school website, Parent Hub and via paper copies upon request.

EYFS & Year 1: Tapestry will be used as the main platform for sharing information from school to home and from home to school. The other options (above) will also be used when required.

Year 2 to Year 6: Microsoft Teams will be used as the main platform for sharing information from school to home and from home to school. The other options (above) will also be used when required.

In addition, we will use materials and content via the following platforms (as examples) for subject specific content: Purple Mash, Nessy, MathsHub, Oak Academy.

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:

- Via regular communication from teachers, a list of those families who do not have suitable technology at home will be maintained. Devices will be loaned to these families on a priority basis.
- Devices will be loaned to families where necessary for the purposes of supporting remote education. Further requests for support should be made to enquiries@burbage.derbyshire.sch.uk or cl@burbage.derbyshire.sch.uk. A loan agreement document will be used for this purpose.
- Printed materials will be provided via collection from the school office area for suitable learning activities if families do not have online access / require this format.
- Pupils can submit work to their teachers via return to the school office (paper copies) if they do not have online access and the task is suitable.
- Additional mobile data and internet service can be arranged for eligible families to support remote education. Parents and carers should contact the school for further information.

How will my child be taught remotely?

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

Some examples of our remote teaching approaches:

- live teaching (online lessons): all pupils from Y3 to Y6 will have access to a minimum of one daily live session with a member of the teaching staff. Pupils in Y2 will have access to a minimum of two weekly live sessions with a member of staff.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers): Oak National Academy lessons will be used for all year groups, including those children taught in school. Daily recorded video messages will also be shared with all pupils via class teachers or another member of the teaching team.
- printed paper packs produced by teachers (e.g. workbooks, worksheets): these will be shared where suitable or where online content is not accessible to some families / children.
- textbooks and reading books pupils have at home: reading books will be sent home / collected by parents from the school office. Upon return, the books will be quarantined before being shared with another child. This system will operate on a weekly basis.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences: a range of platforms will be used by teachers, including those listed in the section above.
- long-term project work and/or internet research activities: this approach may be used in KS2 and where suitable for the topic work.

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?

In this section, please set out briefly:

- Pupils are expected to fully engage with the remote education provided (average of up to 3 hours for EYFS children, 3 hours per day for KS1 children, and 4 hours per day for junior children). All pupils are expected to attend all arranged live content.
- Parents are expected to support the remote education provision by establishing routines with their children at home, providing a suitable space and environment for children to work and ensuring all basic needs are met. They are expected to access all of the information shared by the school to support remote education and to seek further support from the school (initially via class teachers) as soon as possible if required.

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

- Pupils' engagement with remote education will be checked daily by class teachers who will contact parents on a weekly basis if there are any concerns arising. Daily 'live' session for all children from Y3 to Y6 (minimum of twice weekly for Y2) will enable teachers to check on engagement. All concerns will be logged on the confidential school system for SLT oversight.
- Telephone and / or email contact will be made with parents and carers if engagement becomes a concern. This will be conducted on an individual basis and actions will depend on the outcomes and nature of the liaison. Initial contact will be made via class teachers with SLT being updated via the school logging system.

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:

- A range of methods will be used to assess and feedback on pupils' work. These include: written feedback for individual pieces of work / evidence of learning via Tapestry or Microsoft Teams; live feedback sessions with groups of children or individuals; recorded messages from staff; emailed feedback; telephone feedback.
- Pupils will receive feedback on their work on a daily basis although not all pieces of work will receive specific, individual feedback. The daily feedback will take at least one of the forms listed above. Written, individual feedback will be provided via one of the means listed above at least twice weekly.

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:

- Within the first week of remote education, all children on the SEND register will receive adapted targets in line with their SEND support plan. These targets will be adapted by class teachers, overseen by the SENCo and shared / discussed with parents or carers.
- Additional live teaching sessions in small groups will be delivered where applicable to all children with SEND.

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?

When teachers are in school and teaching a class of children, the same provision cannot be maintained for individuals who are self-isolating. Instead, teachers will share ambitious work for each day with parents and carers in a number of different subjects via the platforms listed above. Feedback will be provided as far as is possible via the same methods listed above. This assumes children are well enough to access learning content and consideration will be given / additional support provided to families who are experiencing additional challenging circumstances.