



## *Challenge, Equality & Opportunity*

# Remote Education Provision: Information for Parents and Carers

This information is intended to provide clarity and transparency to parents and carers about what to expect from remote education at Broadway East when children have to self-isolate as a result of being identified as a close contact or in the event of a local or national lockdown.

### The remote curriculum: what is taught to pupils at home

#### **The first day of partial closure, full closure or self-isolation of a bubble/close contacts**

Although everything is ready to go, it will take us some time to organise staff and resources, so day 1 might not be representative of our full offer. Parents and carers should make sure that they can log onto Seesaw or Tapestry in advance. This shouldn't be a challenge because we are using the apps in school for homework even when the children are here.

#### **Will my child be taught broadly the same curriculum as they would if they were in school?**

Yes, the curriculum we provide online is the same as that in school. There would only be exceptions if we had significant staff absence and had to ask a supply teacher to make the online provision. Or, we would make adaptations in subjects if the content was not appropriate for online learning because we think that you might not have the resources at home. We will always try to match as closely as possible so that children are building skills and knowledge incrementally and with readiness to return to the in-school curriculum.

### 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:

Reception	Up to 3 hours
Key Stage 1	3 hours
Key Stage 2	4 hours

## Accessing remote education

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

We will continue to use SeeSaw in Ys1-4 and Tapestry in Reception. All parents and carers have been given log in details for these apps and these have been in use for homework. If any log in information is lost or there are any difficulties logging on, please contact the office for assistance. We are also using Zoom for weekly well-being sessions and links to these sessions will be shared on SeeSaw and Tapestry.

### **If my child does not have digital or online access at home, how will you support them to access remote education?**

If you do not have access to devices or equipment at home, we can lend you an iPad from school. We can also supply hard copies of learning if necessary. In a lockdown, if you are not allowed to visit school to collect these, we will bring these to you. In the case of one bubble self-isolating, you can collect these from the main entrance. You will need to ring the office in advance to make this request.

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

We use a range of approaches and strategies, including:

- Prerecorded videos to demonstrate techniques and strategies
- Prerecorded videos to introduce new content
- Prerecorded morning introductions
- Prerecorded stories
- Recorded PowerPoint explanations
- Links to videos on White Rose Maths
- Links to Talk for Writing

- Activities on screen and printables
- Links to PE lessons delivered by Newcastle PE and Sport Service
- Links to published online resources and activities for all areas of the curriculum
- Weekly live Zoom sessions for well being
- Prerecorded assemblies

There will be daily maths, English and topic lessons as a minimum.

Effective teaching involves the right feedback at the right time. Teachers, and sometimes TAs, will provide feedback to children via the app and will make sure that this is done as close to the activity as possible. This will be in the form of a voice recording, a video or text. Teachers are not expected to provide feedback in the evenings or weekends. Sometimes feedback will be given to the whole class on the app as part of an introduction to a new activity.

In the event of partial school closure, if staff are working in school to deliver lessons as well as providing the online offer above, there could be a need to introduce a short period of time where learning at home is offline. This would be for the maximum of one afternoon per week in order to provide staff with some dedicated PPA (planning, preparation and assessment) time. This will be dependent on how many children are attending school and the availability of support staff. If this is necessary, we will inform parents and carers in advance and provide offline suggestions for this time.

### **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 children to engage with the home learning offer. However, we appreciate that many parents and carers are working from home while supporting children's learning and we recognise that children aged 4 and upwards need a high degree of support and encouragement to access the provision, to stay on task and to complete activities. Therefore, while we would like children to complete everything we set, we know that this is not manageable for lots of you and we ask you to do 'what you can' and to prioritise the English and maths.

We also acknowledge that some parents and carers prefer to catch up at weekends and in the evenings and this is also fine, although feedback might not occur until the next school day in these cases.

We do not want any of our children sitting in front of a screen all day and we suggest a routine where they complete some learning activities and then have some 'downtime' to do something different.

If parents and carers are struggling to engage their children, they should ring school to talk to the class teacher who should be able to draw up a plan to reengage children.

### **How will you know and how will you let me know if you think we are not engaging enough?**

Teachers regularly check on the app to see which children are not engaging. We can see who has accessed activities and we get notifications when activities are submitted. When we are concerned, we will ring you and discuss how we can help you to increase your child's engagement.

## **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 will aim to provide additional support through one to one zoom sessions in order to deliver programmes to children with EHCPs (where parents and carers have opted to keep children at home) and some other speech and language programmes which we would be delivering in school. Teachers will work with the SENDCo to make sure that all provision is suitable and can be accessed by children at home with SEN. Some children on the SEN list will be invited into school if we believe that their needs can only be met in school.

Our SENCO and teaching staff will offer support to parents and carers via the apps and via telephone calls to make sure that learning is personalised and that children with SEN can benefit from the offer and continue to make progress.

## **Variations and Exceptions**

The provision described in this document reflects how the school will respond to a whole group (bubble of children/staff) having to self-isolate and to local or national lockdown where school is open only to some pupils (those deemed vulnerable and children of critical workers). In cases where there is only one child or a small number of children in a class/bubble isolating, school staff will have to adapt the full offer. A partial offer would involve work being set in the same way as the full offer but feedback would be more limited. We also acknowledge that if there was a significant amount of staff absence, there would be a skeleton offer of the above provided by other staff in school or supply staff.