Remote education provision at Battle Hill Primary School: 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 if 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?

Immediate remote education would include English and Maths. Pupils would continue to access their spellings through Spelling Shed and practise their multiplication tables through Times Table Rock Stars.

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 art the medium (such as paint) we use may change as parents might not have access to resources at home. However, the skills of art would still be taught.

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 3 hours each day. See our list below of how a typical day should look in individual key phases:

What a typical day would look like…	
Foundation Stage	- Wake-up Shake-up - Read Write Inc Phonics - Investigation Time (incorporating milk time) - Break for lunch - Literacy - Maths - Investigation Time
KS1	- Wake-up Shake-up - Read Write Inc Phonics and Spellings - Maths - Break - English - Lunch Break - Foundation Subject - Time will be given for reading with access to online e books where required
KS2	- Wake-up Shake-up - Maths - Break - English (and additional phonics lessons where appropriate to individual pupils) - Lunch - Reading - Foundation Subject - Pupils will be required to practise spellings and multiplication tables daily and will have continued access to Accelerated Reader, Spelling Shed and Times Tables Rock Stars

Accessing remote education

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

Foundation Stage and Key Stage 1 will access remote education via Seesaw and Key Stage 2 will access remote education through Showbie on their individual iPads

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:

- The children in Key Stage 2 who use a school iPad, will use their allocated iPad at home

- Key Stage 1 and FSU children who do not have access to equipment, will be provided with a wireless device

- A limited number of sim cards and dongles are available to allow internet access for remote learning

- Schools can apply for additional data for parents who are eligible and request it. See guidance

https://get-help-with-tech.education.gov.uk/

Get internet access - Get help with technology - GOV.UK (education.gov.uk)

- In extreme circumstances where pupils cannot work online, teaching/ learning packs will be made available. Pupils will be required to return the pack to school so work can be marked and feedback given.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- recorded teaching (e.g. White Rose Maths lessons; Read, Write Inc; video/audio recordings made by teachers)
- 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
- live teaching (online lessons)
- Internet research activities

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?

- It is our expectation ALL pupils will engage with remote education, unless unwell

- We would expect parents to establish daily routines, as set out on page 2. However, although keeping this structured, familiar routine will get the best out of your child, we do appreciate sometimes this routine is not possible and, in these cases, lessons can be switched around (excluding where live teaching is scheduled) as long as all tasks are completed by the due date/time so marking and feedback can be provided

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

In this section, please set out briefly:

- Pupils' engagement with remote education will be checked daily. The platforms used at BHPS allows teachers to see times and dates of engagement

- Parents will be contacted and advised of any lack of engagement; continuous disengagement will be dealt with in line with our school attendance policy

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:

- Where appropriate, pupils' work will be marked in-line with our BHPS marking and feedback policy

- Feedback may also be given in the form of individual or whole group comments, voice notes, class discussion or quizzing results

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:

- SENDCo will liaise with our ICT Technician to ensure technology used for remote learning is accessible to all [pupils and reasonable adjustments are made where required

- SENDCo will ensure pupils with EHC plans continue to have their needs met by liaising with the headteacher and other outside agencies to make alternate arrangements, identifying the level of support or intervention that is required and ensuring provision put in place is monitored for effectiveness throughout the duration of the remote learning period

- Guidance on using any programs not familiar to parents, will be shared with all pupils' parents/carers, including younger children in Reception and Year1

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. However, all efforts will be made to ensure remote learning mirrors learning going on in the classroom.