



## **Remote education provision: information for parents of Brettenham Primary School**

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?**

Information will be put on to the class pages of our website for how to access any remote learning if parents or children are unclear on this. This will include a timetable for sessions that will be uploaded and available during the week.

An initial literacy and maths task will be available on the relevant platform from Day 1. Further tasks will be set during the week.

For each year group, there will be daily tasks set in Reading, Writing and Maths and at least one other subject.

### **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, particularly for the core subjects of English and Maths. However, we have needed to make some adaptations in some subjects. For example, subjects such as PE, Art, D&T cannot be taught in the same way due to restrictions on resources. In these cases, some activities that have been adapted to be more accessible from home will be included.

## 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:

Primary school-aged pupils	Early Years and KS1: 3 Hours each day  KS2: 4 Hours each day  Younger children in Early Years and Key Stage will be set more tasks, but they will be shorter in length and may well be practical tasks for Early Years children.
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## Accessing remote education

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

<p>The main learning platforms we will be using are as follows:</p> <p>Years 2 – 6: Microsoft Teams</p> <p>Year 1: Purple Mash</p> <p>EYFS: Tapestry</p> <p>Whilst these are the main platforms, some additional tasks may be set on other platforms, e.g. Year 3 may also have some tasks set on Purple Mash. These may be for small groups or individual children, depending on their needs.</p>
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## **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:

School will contact parents if their children are not accessing home learning to see if there is any way we can support this.

We have an allocation of laptops provided by the DfE that can be lent to children to access online learning from home if they are struggling to do so.

If there is more demand for laptops than the amount we have, we will consider the following when deciding who to lend these to.

- Families with no digital devices in their household
- Families whose only available device is a smartphone
- Families with a single device in their household that's being shared with more than one other family member
- Whether children are eligible for Free School Meals

Further information can be found at the following government website pages:

<https://www.gov.uk/guidance/get-laptops-and-tablets-for-children-who-cannot-attend-school-due-to-coronavirus-covid-19>

For families who require increased data allowances or have no internet access, we can also request support for this.

If families are struggling to access remote learning due to any of the above reasons, please phone or email school on [office@brettenham.enfield.sch.uk](mailto:office@brettenham.enfield.sch.uk) to request support and we will do what we can to help.

If it is still difficult for children to access online learning, printed work can be provided. Please contact school if you require this and we will make up weekly packs for children which can be collected and returned to school.

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

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

These include:

- live and recorded teaching or feedback sessions for children
- printed paper packs produced by teachers if children are unable to access online learning
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- It may also include long-term project work and/or internet research activities

**EYFS children** will be able to access their home learning via the online platform Tapestry.

**Nursery:**

- Daily topic sessions related to all areas of learning (core books, number, creative, phonics)
- Daily stories
- Daily Sensory letter formation videos
- 1 x cooking video
- SEN sensory idea videos
- Parent tip activities weekly
- Individual name writing videos
- Individual targeted speech and language videos
- Live story/song once per week
- Starting a smaller live talking circle (via Zoom)

**Reception:**

- Daily Phonics
- Daily Stories
- Daily Numeracy
- Letter formation videos weekly
- Individual name writing videos
- Targeted SEN videos
- Targeted phonics videos
- 2 x creative sessions
- PSD related links with the daily stories
- Live story/song time
- Starting small targeted live sessions to target Phonics

**Year 1 children** will have the daily lessons uploaded to the school website. Year 1 children will also have daily work/tasks set on PurpleMash.

**Year 1:**

- Pre-recorded lessons by the teacher uploaded at the start of each day to the website
- Daily tasks set on Purple Mash
- Live storytelling sessions twice a week via Zoom
- Daily phonics sessions for differentiated groups uploaded to website
- Children upload learning examples (e.g. art work) to Tapestry or email to teachers

**Years 2-6** will have daily lessons uploaded to TEAMS. Some individuals or groups will also have separate tasks set on PurpleMash

**Years 2-6:**

- Daily lessons pre-recorded by the teacher and normally uploaded at the start of the day
- Daily live teaching sessions
- Daily live 'drop in' sessions during the day for children to access help and support as they need it used for a variety of activities including: additional conferencing and feedback, questions as they occur
- Targeted live sessions for literacy and numeracy
- Starting targeted intervention groups during live sessions
- Targeted 1:1 support for some children
- Live sharing of good work in year groups to showcase work from the week and choose 'star of the week'
- Use of additional support/websites such as Oxford Owls ebooks to support reading sessions

*We are constantly reviewing and looking to improve our provision and, as it evolves, this will be updated as appropriate.*

## **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?**

While learning from home, we would expect children to be engaged and accessing their work on a daily basis.

We fully appreciate that this is a difficult time for families and it can be stressful to ensure all the work that has been set is completed by your children. We would encourage parents to try and set routines to support your child's education.

We would also encourage parents to contact school if their children are finding remote learning difficult so we can support in any way we can

Children can also contact their teacher through the online learning platforms if they are finding tasks difficult to complete, so teachers are aware of any difficulties.

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

Class teachers will be online throughout the school day and will be able to see whether children are logging on and completing work that has been set.

If teachers are concerned that children have not accessed any online learning during the week, they will phone parents to see if there is any support they require.

School staff can then support with any issues or provide a printed pack of work if online issues cannot be resolved.

### **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:

Teachers will use a variety of methods to provide feedback or support:

- Work will be marked online daily with comments on how to improve
- Live sessions will be used to provide feedback to children
- Teachers will reply to any comments or questions in any emails or chat on the different platforms

## **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:

If individual children are struggling to access work on one platform (e.g. Microsoft Teams), staff can set work on a different platform that may be more appropriate and easier for individual children to access (e.g. Purple Mash)

If printed materials are more appropriate for individual children, school can provide packs on a weekly basis.

For children in Early Years, Tapestry is used to set tasks and provide teaching videos for them to access more easily.

## **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 child is self-isolating there will be tasks set on the usual learning platform for that particular year group.

This is likely to include recorded videos or presentations which have been used in school so the children are accessing the same (or very similar) material to those children who are in school.

There will be a slight delay in this material being available to those children who are self-isolating, e.g. work set in school on Monday may be uploaded for remote learning the following day.