



OLD BEXLEY CE PRIMARY SCHOOL

Love God ♦ Love Each Other ♦ Love Learning

*Happy Children and Limitless Learning in an Anglican Christian School
A place where everyone can flourish*

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 document.

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?

If the whole bubble is sent home or informed that their bubble is closed before school, then remote learning will be available by 12.00pm that day, if not sooner. Children who do not have access to ICT will be able to pick up their paper copies later either that day or the following morning. If a parent cannot pick up the paper copies due to self-isolation then they will be delivered to them by a member of staff.

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?

Wherever possible and appropriate, we teach the same curriculum remotely as we do in school. However, we have needed to make some adaptations in some subjects. For example, practical science may need to be adapted due to the lack of resources children may have at home.

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	2 hours a day. This may be split up into smaller time limits.
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Key Stage 1	2.5 hours a day. This may be split up into smaller time limits.
Key Stage 2	3 hours a day. This may be split up into smaller time limits.

The guidance from the DFE is that Primary schools should ensure that pupils have 3 hours' work a day, on average, across the cohort.

Accessing Remote Education

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

The school uses Google Classroom to deliver remote education. All pupils have been provided with a password.

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 school has a list of all pupils who do not have access to online learning. Parents are responsible for submitting this information.
- The school will provide the government laptops to pupils who have requested one. If demand exceeds the number of devices available, then the school will prioritise the equipment to those with the most need.
- The school provides paper copies of all the online materials. Parents must inform the school if they require a paper copy and must collect the papers within a given period.
- Work completed on paper can be returned to the school and the teacher will provide generic feedback through a phone call.

How will my child be taught remotely?

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

- live teaching (online lessons);
- recorded teaching eg White Rose Maths, video/audio recordings made by teachers;
- printed paper packs produced by teachers eg workbooks, worksheets;
- textbooks and reading books pupils have at home;
- commercially available websites which support the teaching of specific subjects or areas, including video clips or sequences;
- long-term project work and/or internet research activities (as per the school's full opening guidance, schools are expected to avoid an over-reliance on these approaches).

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 all children to engage and complete the work set whilst at home. If there are difficulties then we encourage the core subjects to be completed as a priority (English focused learning and Maths).
- There are clear expectations for all pupils to engage with remote learning. Not engaging at all is not acceptable and will be monitored. There are also clear expectations on behaviour and conduct during live lessons and Google Meets.
- We encourage parents to set routines and a daily timetable. They can ask for support from their child's class teacher or Head of Year if they are struggling to do this.

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

- Teachers check daily whether a child is engaging with on line learning.
- Teachers keep a record of children engaging. If a child is not engaging and the parents have not given a reason, then a phone call will be made by the Class Teacher and logged. If there is still no contact made then a member of SLT will contact the parent. A home visit will be made if contact cannot be made via the phone.

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:

- The class teacher will provide oral feedback during live lessons. Google Meets. Written feedback will be given via the Google drive where children have uploaded their work.
- Pupils will receive feedback daily but not for all lessons. They will receive more for English and Maths lessons.

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:

- The SENCo, class teacher and 1:1 TA work closely together to ensure that work is differentiated to meet the needs of the child.
- Extra resources or resources that the child usually has access to in school may be used to support the child at home.
- Children with EHCPs will have at least one weekly phone call from the school to ensure that the child is accessing their learning.

Remote Education for Self-Isolating Pupils

Where individual pupils need to self-isolate but the majority of their peer group remain 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?

Each year group provides a pack of work that the child can take home and complete. This will then be returned when the child comes back to school. It is not possible for the teacher to be teaching in school all day and deliver online learning to individual children at home. Contact will be made to ensure they feel supported and their needs are being met.