

Blackmoor Park Infant School & Kindergarten



Remote Education Provision: Information for Parents

January 2021

This information is intended to provide clarity and transparency to pupils and parents and/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.

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?

Every effort will be made by staff to ensure that work for two weeks is set promptly and delivered by hand to each home address. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

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. On line activities can be completed by the child at any time of the day, at a time suitable for the family.

However, we have needed to make some adaptations in some subjects in different year groups. For example, (where monitoring has identified a specific class are not engaging in Purple Mash activities, additional paper copies will be provided in the next fortnightly delivered packs)

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

While staying at home due to coronavirus, parents and carers may be worried about their children's development and the effect of missing school or nursery.

No one expects parents to act as teachers, or to provide the activities and feedback that a school or nursery would. Parents and carers should do their best to help children and support their learning while dealing with other demands.

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	(DfE recommends up to 3 hours a day – there are minimum expectations for remote provision.) Do not worry about trying to keep to the full routine that your child had in school.
Early Years	You know your child best. Avoid forcing them into lengthy planned activities if they naturally respond better to a mix of shorter activities. This can stop them getting bored or frustrated and keep them active, interested and learning through things they enjoy. Young children should be active for at least 3 hours a day in total. It's also good to get some fresh air every day. If you do not have a garden and are taking children outside to exercise, make sure you follow the rules on social distancing.
Key Stage 1	Reducing screen time Digital devices are not the only way to learn. Manage screen time with a timer and break up screen time by getting your child to:

	<ul style="list-style-type: none">• use books and other printed materials that their school has provided or that you have at home• write by hand – try asking them to complete work by hand, write a diary, a summary of things they've done each day or 'to do' lists• be active and get away from the screen regularly• stop using digital devices at least an hour before bed
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Accessing remote education

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

We are promoting daily/weekly access to Read, Write, Inc phonic sessions, Oxford Owl reading books, White Rose maths and Purple Mash curriculum coverage. We have provided information to parents as to how to log in and/or create accounts.

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:

- pupils can access any printed materials needed if they do not have online access
- if they do not have online access parents can send photos of learning from their phone to their class emails
- if a parent has no email (variety of reasons) they can verbally share their child's learning through their weekly phone call
- parents can contact school for any further support they require (for eg: differing options accommodating for personal circumstances)

How will my child be taught remotely?

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

- recorded teaching (e.g. Read, Write, Inc. recordings, storytelling recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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 parents/carers to support their child's education at home. On line and paper activities can be accessed at any time of the day, suitable for the individual family. On the school website (visit your year group) we have given advice on how to engage the child at home and the length of time expected for the child to engage in learning activities via the daily blog. (Paper copies sent home)

The best way to help children aged 3 to 7 learn is to:

- sit with them as they work
- do active and practical things, rather than trying to make them sit and listen for long periods
- try to break down the work into shorter periods, based on how long they can concentrate
- take frequent breaks
- praise or reward them when they do well

Talking

Talk with your child throughout the day and explain new words. For example, discuss the things you're doing and pick out words that might be new to them.

Reading together

When you read with your child try to:

- express the emotion in the story
- give colour to the characters using voices, tone and pace
- discuss the things you're reading
- explain any new words and ask your child to say them out loud

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

Teachers will be checking pupils' engagement with remote education daily via the class email. They expect work to be completed by the deadline set by them.

Staff expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

Teachers will be regularly ringing their parents to ask how their child is progressing. If they need any further support feedback via the class email will be provided.

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. Our approach to feeding back on pupil work is as follows:

Reading, writing and maths work, all completed work submitted will have a teacher response and comments.

All curriculum tasks (Purple Mash) submitted will have a teacher response and comments by the end of the week.

Every Friday there will be a celebratory year group feedback via the year group blog on the school website.

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 SENDCo has

- Ensured that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with other organisations to make any alternate arrangements for pupils with EHC plans
- Identified the level of support required and the remote learning provided is appropriate.
- Made provision for the continued provision of Wellcomm through weekly emails.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education is provided by:

Step 1: Parent/carer phones school to notify of self-isolation / waiting on a test.

Step 2: Office will ask if internet and email is accessible from home, if not paper copies will be arranged to send home the next day.

Step 3: Teacher will be notified and the teacher will set work for the child at the end of the school day of the first notification, for the following school day.

Step 4: Paper copy (2-week package) to be delivered by office staff.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

There are few differences between the approaches described in the rest of this document and those in place to ensure that individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback. The main one being more frequent calls to the child and parent than whole bubble self-isolation requirements.