

# 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 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?

If a bubble is closed or children are sent home to self-isolate, they will be given a pack of work for two days to enable us to set up remote learning provision. The children will also be able to access online activities through Reading Eggs, My Maths and TT Rockstars.

### 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?

The children will be taught broadly the same curriculum as they would have been in school.

## 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:

<b>EYFS and Key Stage 1</b>	No more than 3 hours of remote learning and study time each day.
<b>Key Stage 2</b>	No more than 4 hours of remote learning and study time each day.

## Accessing remote education

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

At Bordesley Green Primary School we use the following resources to access online remote learning.

- Zoom-Reception to Year 6-Class register (daily) and sharing a story/assembly.
- EYFS and Key Stage 1-Schools website
- J2E-Years 3-5
- Microsoft Teams-Year 6

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:

- Bordesley Green Primary School has received 88 laptops from the government, these have been issued to Pupil Premium children initially. Any remaining laptops have been loaned to parents who have requested them, starting with Year 6.
- Dongles have been purchased by the school, if you require a laptop or dongle please contact enquiry1@bordsgrn.bham.sch.uk
- Families who do not have access to online learning will be provided with paper based materials on a fortnightly basis. Parents can request the resources, and will then be given a time to collect the packs of work each week. If families are having to self-isolate then the packs will be hand delivered.
- Packs of work can be returned to school and feedback given through marking or verbal feedback and guidance over the phone. Parents can contact the specific year group and teacher through the year group email address or phone.
- EAL families will be contacted in home language where appropriate to provide support and guidance.

How will my child be taught remotely?

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

At Bordesley Green Primary School we use the following approaches:

### **Phase 1-EYFS and Year 1**

#### **Nursery**

Reading-stories recorded and accessed through the school website

Phonics-3-5 phonics lessons a week, accessed through the school website

Maths 2/3 lessons a week uploaded

Writing Challenges

Wider Curriculum-Oak Academy Activities

**Reception**

Reading Eggs activities 3 x a week

Phonics-Mr Thorne Phonics videos and activities

English-Oak Academy

Maths-5 lessons a week-teaching, modelling new skills and individual tasks, own activities and Oak Academy

3 stories shared online with tasks

Wider Curriculum-Oak Academy-Understanding the World (UTW), PSHE and Music

**Year 1**

Reading Eggs 5 x lessons/tasks a week should be set through Reading Eggs

Phonics-Mr Thorne Phonics videos and activities

Spellings-given weekly, parents are expected to test the children at the end of each week

5 x writing activities, teacher led or Oak Academy

Maths-5 lessons a week, own videos, Oak Academy or My Maths

Stories-5 x stories a week will be recorded by teacher or TA

Wider curriculum

Weekly PE challenge

2 tasks per week around the topic- own videos or Oak Academy resources

**Phase 2-Years 2 and 3**Reading Eggs

1 x lesson/task/story per day will be set through Reading Eggs

Writing

1x writing activity set per day based on Home Learning T4W Booklets found at:

<https://www.talk4writing.com/home-school-units/>

Phonics

1 x lesson a day

Maths

5 maths lessons set each week, 1 x piece of maths per day, own activities and Oak Academy resources

Year 3-Timetable Rockstars Challenges

Wider curriculum

2 tasks per week, rotating around subjects. For example, science and PSHE one week, art and geography the next etc.

1 x PE challenge per week

**Phase 3-Years 4,5 and 6**Maths

1 x piece of maths per day plus ongoing Timetable Rockstars (TTRS) challenges.

Online lessons and tasks on MyMaths. Other resources such as Oak Academy and White Rose may also be used with accompanying worksheets.

### Grammar/Punctuation/Spelling

1 x piece of work per day. For the spelling element, Reading Eggs has a variety of spelling lessons which will be used.

### Writing

1x writing activity set per day based on Home Learning T4W Booklets found at:  
<https://www.talk4writing.com/home-school-units/>

### Reading Eggs

1 x lesson/task/story per day will be set through Reading Eggs

### Wider curriculum

1 x PE challenge per week

2 x other tasks per week, rotating around subjects. For example, science and PSHE one week, art and geography the next etc.

## 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?

At Bordesley Green Primary School, we expect that parents:

- Adhering to Remote Learning policy at all times during periods of remote learning.
- Maintain at least weekly contact with a member of staff in their child's year group.
- Ensure their children access and complete the tasks set out each week, meet any deadlines given.
- Encouraging their child to engage with the school and with their Home learning work.
- Seek help from the school if they need it through the year group email account.
- Alert the school if they are not able to access or complete the work as soon as possible to request paper-based activities.
- Ensure their child joins the daily Zoom meetings with their class teacher.
- Be contactable throughout the school day
- Sending photos of their child's work or returning the Home-learning pack to school, when new work is collected
- Collects work packs from school and returns them following the guidance given, on a weekly basis.
- Reporting any absence due to illness in the usual way.

## How will you assess my child's work and progress?

MyMaths and Reading Eggs marks and assesses work as the tasks are completed online. Teachers are expected to monitor use of the programs and work that is being completed. In MyMaths, teachers can comment and feedback on specific pieces of work.

Children's work is uploaded onto the learning platform and marked online. Specific guidance and feedback may also be given through phone calls or Teams/Zoom meetings with the class teacher.

Children who receive packs of work to complete at home are expected to return the packs to be marked/assessed.

Completed work will receive feedback within 48 hours.

## 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:

- Children with special educational needs who may not be able to access remote education have been invited into school as part of the vulnerable group. Parents who have declined the place have been offered paper-based resources and learning materials.
- Expectations have been adjusted, so that children with SEND may spend less time completing remote learning or activities have been broken down into smaller bite-size chunks.
- Additional support and guidance will be given by the class teacher in the first instance. Further support and more regular contact may be provided by Mrs Akhtar, (Assistant SENDCO) and Ms Dovey (SENDCO).

## 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?

The family are contacted once self-isolation has been confirmed, a home learning pack of activities and resources are offered, specific to the year group, along with online resources. E.G. Reading Eggs, My Maths, TT Rockstars and Oak Academy resources.