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 or guidance indicates that all children should be at home unless they fall into one of the governments identified groups.
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

In the first instance, 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 which will be posted on the school Website.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

On the first day of remote education children can read their book which they have taken home with them. They can also read other materials which they enjoy e.g. comics, own books, recipes or manuals.

Children can also log into Purple Mash and use all the activities set by Class Teachers.

We are also keen for children to use this time to explore any aspect of learning in which they are particularly interested in e.g. exploring a topic that they are interested in, writing a story or working on an aspect of the curriculum to develop their creative skills e.g. drawing, craft works, making a model, baking (with support) etc.

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 aim to teach broadly the same curriculum remotely as we do in school wherever possible and appropriate. We know children have a range of curricular interests and want to ensure that we can both encourage and support this as well as providing children with a range of general knowledge that will both enrich their knowledge and experiences. We will, however, need to make adaptations in some subjects so that they can be carried out at home as some resources needed to carry out some of the original lessons are not accessible for home learning. Prime examples of this, though not exclusively, are aspects of the PE, DT, art and science curriculum areas. We can set music lessons on Charanga.

Remote teaching and study time each day

How long can I expect work set by the school to take

my child each day?
We know that parents could be working flexibly and creatively at this time and so are setting this, as suggested, so that families would be able to access pre-recorded sessions within the day to support their own constraints e.g. the need to share resources or to allow for parents to do their work before supporting children. Following government guidance, we expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 1 and Foundation Stage up to 3 hours

Accessing remote education
How will my child access any online remote education you are providing?
The online tools and digital platforms we will be using are:

Purple Mash: Activities for each child to access will be available on this platform. Teachers will match these specifically to the age and ability of the children. Staff will be able to communicate with the children via this platform also.

Website: pre-recorded lessons will be posted on the website for each day. We aim to upload in advance.

Historic learning from the week before will be maintained on the website so that parents / children can access if they need it to support later work.

Some work will be accessible through Oak Academy and other platforms such as the BBC

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:

• For children who have no access to laptops and tablets we will endeavour to lend equipment to families, where we have available resources, from the stock that we have available. To get more information on what help is available please contact admin@beechcroft.swindon.sch.uk

• We will endeavour to support those who need support with setting up and using technology by either talking parents / carers through how to use programmes / platforms etc... or providing guides where we can.

• If pupils need printed worksheets, once a request is received from families, these will be printed off in advance where possible on a weekly basis. Pupils will be expected to return completed work to school, or email it to teachers, so that teachers can give feedback and assess and track progress.

How will my child be taught remotely?
We use a combination of the following approaches to teach pupils remotely. The provision will vary according to the ages and needs of the children.
Below are examples of our remote teaching approaches:

• Recorded teaching- teachers will provide video/audio recordings in maths and English which are available on the school website

• Lessons, where appropriate, will be set from the Oak National Academy or other appropriate platforms such as Charanga.

• Printed paper packs produced by teachers will be available.

• Reading books are available to pupils at home through identified online platforms. Children are also directed to the Oak Academy Library and other national / local library initiatives

• We will be using commercially available websites such as : Charanga, Swindon Music Service, Cosmic Yoga, Twinkl, BBC clips and Oak Academy Library.

• Any long term project work and/or 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?

We understand, with some parents also home working, that there maybe constraints on families. In addition, we recognise that there are other situations such as families sharing technology between siblings. Where this is the case, we would encourage parents to communicate with us so that we can help support pupil engagement as much as possible.

Expectations for pupils' engagement with remote education

• Pupils should engage in the home learning daily
• Complete work to the standard they know their teacher would expect at school
• Seek help if they need it from parents, teachers or teaching assistants via Purple Mash
• Alert teachers if they are unable to complete their work

Expectations of parental support.

• Use their child's email on Purple Mash to contact the school with any queries.
• Support children each day by viewing and discussing work set.
• Find an appropriate place for their child to work and encourage them to work with good levels of commitment and concentration.
• Seek help from the school if needed.

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

• School staff will be online during school hours and will respond throughout the day.
• Any concerns will be addressed on an individual basis with parents.
• Any Safeguarding concerns will be reported to the DSLs as per the school's safeguarding procedures.
• Any children that we do not have contact with will be contacted by Teachers, if contact does not improve Senior leaders will be making contact.

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. The children will receive feedback.

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) and our younger children, 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.

The SENDCO will support and liaise regularly with parents to facilitate remote education for pupils with SEND. Additional resources or activities may be set and reasonable adjustments and adaptations will be made in discussion with the parents and class teacher.

We will:

• Provide links to recorded activities and online videos to support learning.
• Set activities that can be completed at home that are not reliant on sole access to a computer.
• Provide daily phonics, maths and English lessons via pre-recorded videos.
• Share daily links for physical development, understanding the world, personal, social and emotional development, expressive arts and design and communication and language (FS Stage).
• Weekly phone calls home.
• Ensure that little needs to be printed off – prompts are given that headers can be used on own paper for some tasks.
• Set manageable tasks that may be shorter than tasks set at school. Units of work will be broken up into smaller segments to avoid confusion and parents/ children from becoming overwhelmed.
• Provide concise inputs via video for English, maths and phonics tasks. Tasks are modelled to reduce potential misunderstanding.

Conclusion

We continue to review the home learning guidance and models used in other schools so that we continue to develop and evolve our model to aim for best practice for our children. We recognise that this will continue to need staff training and potentially access to new resources.