



Braywood CE First School

Providing Remote Learning during a Pandemic Including virtual platforms

Braywood CE First School

Oakley Green, Windsor, Berkshire

SL6 1UH

www.braywoodschoo.co.uk

braywood@rbwm.org.uk



Remote education provision: information for parents

Using the Government template 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.

Under parents and pupils there is a section on Coping with a pandemic with further support and advice in this area at

https://braywood-ce.eschools.co.uk/web/coping_with_a_pandemic/535412

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?

The Headteacher will always write to all parents regarding changes to whole school procedures. The office is available daily to support parents (or their children) to get onto their electronic platforms.

The teacher's eschools platforms will be opened immediately and be available for personal correspondence with parents in their class. Work usually on a pastoral topic will be sent immediately either in the shape of an actual workbook with assignments or electronic tasks.

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?

As a general rule we aim to teach the same curriculum remotely, as we do in school. This can be followed by referring to the specific year group curriculum planning on our website.

Wherever possible this will cover all subjects in an appropriate learning style, core subjects with dedicated lessons, topic assignments and research, PE or ICT activities, PHSE assignments etc.

Special events such as Literacy days or whole school assembly productions continue as usual.

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:

Whole School	At least 3 hours with optional extension task – minimum expectations
--------------	--

Accessing remote education

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

Our whole school community is used to using eschools as our digital platform. This forum is used to post homework, communicate with the class teacher, pay for meals and book onto events. When the school has to provide remote learning we also use Google Meet to allow face-to-face virtual lessons to happen.

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:

We regularly monitor families who do not have access to online learning, and we can loan laptops out to families in need. Most parents are able to access the internet and are advised to use Smart TV, X-box or equivalent.

When we are providing remote learning we ask more directly if there is a specific need. We have applied for laptops from the DFE and are able to loan out laptops or tablets.

All the work assigned does not need printing out and work can be recorded in a variety of electronic modes including photographs.

All parents can access the materials because they are posted onto their personal eschools account in the same format as their weekly homework. Work can be returned from a variety of platforms including tablets or phones. The school/teachers monitor how many parents access this resource.

Each child is offered a blank workbook from school which is familiar because it has the specific lines they are used to writing on in school.

How will my child be taught remotely?

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

Our remote teaching approaches are as follows:

- We send daily messages through eschools with timetables and work assignments attached. Most of these core tasks have an attached video or an in-depth explanation attached to help parents delivered the learning. None of this needs printing.
- There is small, differentiated virtual lessons based around a specific subject area. These groups are hosted on encrypted Google Meet and allow children to talk to their teacher.
- There is also a small, support online sessions on Google Meet where children who are having problems can speak to their teacher. This could be pastorally or academically.
- We target the children who are ordinarily attend our 'catch-up' sessions and they are offered additional, small group (or one-to-one) specific online session with a member of staff such as top up phonics.
- Parents are signposted to a variety of online resources. The electronic systems such as Bug Club and Active Learn are important for Reading and Maths and teachers use other teaching materials to support home learning. Textbooks and reading books are scanned so that they are available for pupils at home.
- We signpost a wide variety of other support online services which offer our children a range of additional activities such as Rock Steady, Yoga Bugs,
- We recommend a variety of recorded teaching such as Oak National Academy lessons, CBBC lessons or video/audio recordings made by teachers/providers to support parents who would like more online lessons to support their remote learning package.
- Often at the beginning of a remote learning session we may send out printed paper packs produced by teachers (e.g. workbooks, worksheets).
- Whole school celebrations such as Harvest or Christmas are recognised by activities at home, recorded performances or whole class online assemblies. Important school days such as World Book day or our Fun Run continue to be shared as a whole school in a variety of forums.
- We use commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. Wherever possible visitors or trips are invited to join us online such as Ufton Court, places of worship, charity projects etc.
- Long-term project work and/or internet research activities is available in some areas such as Science, Brainbuilders for Topic wherever 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?

At Braywood we aim to provide a flexible remote learning package based upon outcomes. The expectations for pupils' engagement with remote education is continually monitored by the teachers as they are able to see who have not responded to their emails.

During the first few weeks of any remote learning lesson each family is contacted to ensure that they are able to access the remote learning. Usually, we have 98% engagement with our home learning package and on the whole, the work that is returned is of a high standard.

Most parents do set up good routines and we know this because after the March lockdown the standard of the children's work was on the whole very pleasing. Parents are very supportive of the school's procedures.

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

There are many ways that we can ensure that a child is engaging with their work.

- Engagement with the task can be monitored from the work the children send to the teacher and whether this standard is higher or lower than their usual standard of work. Teachers continue to assess the children's progress on a regular basis.
- Engagement with the learning can be monitored by the interaction between the teacher and the child. Parents are able to contact their child's teacher any day if they are concerned.
- The regularity that parents sign onto the remote education platform and how many read the regular emails can be monitored by the office.
- If there are concerns, they are usually addressed immediately by the teacher. Actions are taken by either asking the child to come into school, assigning specific face-to-face meetings or there is a meeting with the Headteacher.

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:

Alongside the teacher's assessment of the children's work we maintain the more formal assessments of children's progress throughout our school systems. Usually, the standard of work after these remote sessions is very high.

- Children send their work through their own eschools portal and the teacher responds with appropriate feedback. Often the work produced is the same/better than at school.
- The teacher assesses the children's work and feedback through these small group online sessions. Parents attend these weekly sessions and also provide feedback to the teacher if necessary.
- The children themselves are part of the assessment process. They are aware when they are making progress.
- We maintain the end of year assessments that are recorded to our Governors.

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 who have SEND are immediately prioritised. If they have a EHC Plan, then they are invited into school alongside any vulnerable pupils. If they do not have an EHC Plan, then each child's needs are assessed by our Senco/Headteacher.

- There is a specific educational program for the children who are on our SEN Register or they are one of our 'catch-up' groups to help deliver remote education for pupils with SEND. This involves specific virtual sessions very similar in content to the lessons they would be receiving at school.
- For children who are receiving one-to-one support teaching this is maintained virtually by HLTA staff.
- Reception and Year 1 pupils are taught dedicated online differentiated phonics lessons twice or three times a week to maintain the basics as part of their remote learning provision.

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 the school is in operation, but a child has to self-isolate then they will receive three hours of remote learning as outlined in this document.

In addition, there will be a variety of virtual sessions where the child can participate in the lesson with their peers alongside a few pastoral sessions where they can join their friends at breaktime.