



Remote Learning Information for Parents

Broadstone Middle School and Broadstone First School

Our home learning provision is based around the following principles:

- Our pupils should still feel part of our school community when learning from home.
- The home school curriculum will work in tandem with the in-school curriculum.
- All pupils will access the learning despite circumstantial barriers.
- Learning experiences will be as simple to access as possible to recognise the potential pressures of learning, working and keeping people well at home.
- Additional pressures on teachers to deliver home learning will be kept to a minimum to ensure a manageable workload.

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?

- Pupils can access Google Classrooms using their own log-in and password.
- For the first two days of isolation, work will be ready on Google Classrooms. This will focus on key skills.

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?

- From day three of isolation, work will be scheduled on Google Classrooms in line with the curriculum being taught in school.
- The same curriculum will be taught remotely as taught in school wherever possible and appropriate. Some adaptations in some subjects will be necessary. For example, practical activities may be replicated via recorded links if this work cannot reasonably take place at home and subjects such as PE will be implemented differently due to the need for demonstration.

Remote teaching and study time each day

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

Remote education does not take place solely on a screen and the hours outlined include time spent using on screen direction, discussion and independent tasks. 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
Key Stage 1	3 hours
Key Stage 2	4 hours
Key Stage 3 and 4	5 hours

Accessing remote education

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

- Our remote provision will be accessed via Google Classrooms. This education platform has been chosen due to its child friendly interface and because it can be accessed from a broad range of devices.
- Century.Tech is also used to support English, Maths and Science learning where appropriate across Key Stages 2 and 3.

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 will approach parents to confirm their circumstances regarding access to devices and identify how further support can be provided.
- When devices are loaned, a loan agreement between the family and school will be completed. School will engage with parents and the DFE offer to provide devices and broadband to those eligible.
- Wherever possible, the school will commit to loaning a device to those families who do not have a device in the home.

How will my child be taught remotely?

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

- Some live sessions
- Live reading sessions
- 1:1 hearing reading sessions (KS1)
- Interactive study groups
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, BBC Bitesize)
- Use of online subscriptions such as TT Rockstars, Oxford Owl, Ruth Miskin phonics and Spelling programmes
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- All live sessions will be recorded for safe guarding purposes. When necessary, videos can be accessed by SLT for thirty days after which they are permanently deleted.

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?

- Pupils should register and log on daily to Google Classrooms.
- All work should be marked 'done' and submitted when requested.
- Pupils, and/or parents, are expected to request help via Google Classrooms 'chat' if they are struggling to submit work or have a query about the work that has been set.
- Teachers will inform parents when work has not been submitted via email the week following the due date.
- Pupils are expected to work in line with the Google Classrooms agreement which outlines expectations for routines and etiquette when children are working with Google Classrooms.

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

- Daily registration via Google Classroom's register question will identify who is accessing the platform.
- Teachers will monitor work submissions to identify who hasn't engaged with the learning.

When whole class bubbles are isolating:

- pupils will also be registered via daily live meetings used to prepare the children for learning each day.
- text messages will inform parents if pupils haven't logged onto GC by 10am.
- Parents will be informed if work is not submitted during the week following the due date
- where lack of contact and engagement is persistent, phone calls home will be made and home visits where necessary to support the engagement in remote learning.
- data will be logged to monitor this interaction and inform next steps for support

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

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

- Pupils will be requested to mark work as done once complete. This will maintain teacher records of access to learning.
- In Reception, examples of learning will be submitted via 'Tapestry' to build evidence for the Foundation Stage Profile for each child.
- KS1 and 2 – English, Maths and one Foundation subject piece of work will be submitted weekly.
- KS3 – one piece of English, Maths, Science and Foundation subjects studied will be submitted weekly.
- Assignment Quizzes and submitted work will be used to assess learning.

When whole class bubbles are isolating:

- whole class feedback tutorials will be used to feedback to pupils in response to submitted work.
- at KS2 and KS3, study groups will be used to identify queries and questions about learning and identify any common misconceptions about the work set.

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 inclusion team will work closely with teachers, parents and pupils to set appropriate expectations for remote learning including making reasonable adjustments for those who are struggling to access the full range of remote provision (for example reducing the daily timetable of work, or providing additional online support).

- Weekly overviews will be shared with families at the start of the week to help plan provision within the home and prepare any materials parents feel are necessary. There is no expectation for materials to be printed from the point of view of the school. Photographic evidence of workings and writing or online documents can be used and submitted to show working and answers
- There will be an element of live session inputs for the youngest pupils to support them in their independent learning
- Some SEND pupils will access online and bespoke support through the inclusion team for wellbeing and learning.
- Schools continue to have a statutory duty to deliver provisions for students with an Education health care plan. However, the Government recognises the challenges with meeting some of these provisions at present, both in school and remotely, and state that schools 'have a duty to use their 'best endeavours' to secure provision needed by a pupil to meet their SEN needs'.
- For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. Clear and regular communication between home and school will support the current and emerging needs of students with SEND.

Remote education for self-isolating pupils

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

- Where an individual has been required to self-isolate, they will access recorded inputs/links to support the learning via Google Classrooms. Work can be submitted but feedback will be limited.
- Where cohorts or bubbles are required to self-isolate and teachers are working remotely, the provision will mirror that outlined above.