



Remote education provision: Information for parents/carers

What should my child expect from immediate remote education in the event of a school closure?

Work will be uploaded to the Seesaw Learning Platform; this will be similar to that which is taught in school as far as possible with the timescales and staffing involved. A child may have a pack of learning provided whilst setting up online learning or if lessons can't be replicated at home or, for example, for children on an EHCP or for those requiring a more personalised approach (see below.) **Seesaw remains our Home Learning Platform, so this should be familiar and accessible to parents/families immediately.**

Following the first few days of remote education (school closure), will my child be taught broadly the same curriculum as they would if they were in school?

- We aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects.
- When supporting whole classes or groups, we will aim to deliver daily phonics in KS1 mainly via MS Teams, in which the staff gather feedback and can close gaps and address the individual learning needs.
- All children are encouraged to read and write regularly and are read to. They can read to their teachers and get direct feedback via the recording tool on Seesaw.
- If there is a closure, teachers will plan and schedule lessons to the children's Seesaw accounts daily. Through the platform, children are supported to complete learning challenges. These are uploaded by the children, so teachers can view them when completed. Teachers can feedback either through text, audio or recorded demonstrations to scaffold learning and provide personalised feedback and next steps.
- Children use creative tools to take pictures, draw and record videos to capture learning in a learning journal, which can be exported as a PDF as a record of learning.
- Children can access apps to support Mathematics and online lessons will be provided by their teachers.
- Reading and spelling is also supported through apps, which can track engagement and progress. Boom Reader can be used to track reading and teachers can respond.
- They are provided with a broad curriculum to stimulate and engage all the learners.

Remote teaching and study time each day

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

We are mindful that parents/carers are also in many cases trying to balance their own work and to support their children, so we will look at each case flexibly where there is the need for additional support. expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 1	3 hours average
Key Stage 2	4 hours average

Although we expect most learners to adhere to the timetables and outlines most of the time, we are mindful of family pressures and circumstances and would encourage communication with school and flexibility at these times to ensure the wellbeing of all.

Accessing remote education

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

Your child's class teacher will provide links for all the children to access the Seesaw Learning Platform and links to access online lessons. Teachers and support staff will guide and support families who are new to the system. Should you have any questions or need any further help, please email the School Office on office@bridgewaterprimary.net.

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:

- Mr Lagdon (Computing Lead/Y5 Year Group Leader), Mr Kennedy (Computing Support Lead) and Mrs Redden(Online Safety Lead/SENDCo/DDSL) Mrs Thomas (Family Link Worker) and Mrs Ashby (Learning Mentor) will issue or lend laptops or tablets to pupils, as they become aware of the need.
- Please contact the office or class teacher if you need technology or lack a strong enough connection and require a router or dongle.
- The SENDCO, welfare staff and class teachers will determine if a child needs support via printed materials and can support families by delivering them if necessary. The families can print off much of the learning and complete paper copies.
- Practical resources and equipment may also be provided to supplement the learning for some children who may require additional support.
- The children can submit work via the Seesaw Learning Platform where staff will respond to at least three pieces of learning each day.

How will my child be taught remotely?

- live teaching (online lessons) via Zoom
- recorded teaching made by teachers, including modelling examples that can be replayed.
- structured lessons using written materials and pictorial support, with voice-overs that can be replayed.
- quick links to Apps on the Seesaw home page
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- in some cases, printed paper packs are produced by teachers if a child is unable to access the internet or is unable to focus and learn online.
- textbooks and reading books pupils have at home

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?

If the school moves to online learning:

- All children are expected to join online lessons at allotted times and access the learning activities via Seesaw, unless an acceptable reason is provided.
- Parents are encouraged to support their child/children to establish routines and timetables and to ensure access to lessons, in line with safeguarding of children and staff.
- They are to be punctual, smart and polite at all times in line with the school rules and values.

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

- Children's activities are checked daily on the Seesaw learning platform and staff will contact families if engagement is consistently low and their work is below the expected standard.
- Staff respond to the children's learning regularly each day and will give feedback to the learners via the platform. This may be in the form of a written, spoken comment or feedback or they may provide answers for the child to check against. This is with the aim of the child's learning progressing and moving forwards and to ensure that they don't embed misconceptions but are supported to unpick and understand their next steps.
- Where possible the child's class teacher or support staff will respond; however, if the child's staff are working in school or is unwell other members of the year group team will respond.
- Registers will be taken at the beginning of each lesson and we expect 100% attendance unless a good reason is shared with the school otherwise.
- We contact families via the platform, a phone call or a home visit if there is a lack of family engagement or the family needs support.
- We follow up non-attendance of any vulnerable learner with a named social worker, if one has been allocated to the family and they have not taken up the offer of a place in school.

Feedback, communication and marking

There is no expectation for teachers to respond to learning or comments during the weekend. Regular feedback will be provided in a variety of ways; on-screen marking, comments below the work or sound recordings from the teacher/TA.

Teachers will endeavour to respond to questions or queries from pupils and/or parents within 24 hours Monday to Friday.

How we will keep in touch with pupils who aren't in school and their parents:

Teachers/TAs are to ensure that they keep in touch with all pupils in their class and follow up with those who they have not heard from within 48 hours with a phone call or refer to SLT for this purpose.

- Teachers will not give out personal, work email addresses but will refer parents to the school administration emails.
- Teachers should not be expected to answer parental queries outside of working hours.
- Safeguarding concerns should be referred immediately to the DSL/DDSLs
- Parents of pupils who consistently fail to engage in remote learning need to be contacted by the teacher in the first instance then by the Headteacher who may refer to the EIPT for poor attendance.

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 have individualised work and programmes of learning based on their EHCP targets or Additional Support Plan and ability if they are not accessing the place in school. We work in a similar way throughout the primary school and with the younger children place an emphasis on basic skills and fluency in reading, writing and maths.
- Children are able to access daily phonics sessions where the staff gather feedback and can close gaps and address the individual learning needs. The majority of these are 'live' lessons, some children access additional small group or personalised sessions. Other children needing support can 'stay on' at the end of an online lesson to gain additional support and follow-up.
- Learners are encouraged to read regularly and are read to and they can access apps to support maths, reading and spelling, which are at the appropriate level. On Seesaw and Tapestry, tasks can be personalised and posted to individual children's learning journals. SEND children can have bespoke activities provided in this way.
- All learners are offered a broad curriculum to stimulate and engage all the learners including sports, PE arts and the humanities etc.
- Links to specialised provision, for example, speech and language support, social and communication, wellbeing/mindfulness and sensory circuits are provided as appropriate

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