



St Peter's Brafferton CE VA Primary School

Remote Education Plan

Introduction

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 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?

Your child will be sent home a pack of work/workbook and links to websites which they can complete independently in the first instance.

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 teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in practical subjects such as art, music, DT and PE, we may send video links and reduce projects planned (so fewer resources needed) so that pupils can access and be included in all learning.



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:

Key Stage 1	3 hours a day on average across the cohort, with less for younger children
Key Stage 2	4 hours a day

Accessing remote education

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

Each child has a Microsoft Teams login to access and share their work online. Logins for subscriptions are in pupil reading records.

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 will issue parents/carers a laptop or tablet for their child to access online learning.
- We will issue packs of learning for those that prefer a paper version. These must be requested through Class teachers via Class Dojo.
- Pupils can submit their completed work by delivering to the School Office.

How will my child be taught remotely?

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

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home



- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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 are responsible for:

- Ensuring they are available to learn remotely and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues by reporting it to the Class Teacher in the first instance and then the School Administrator.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Reporting any safeguarding concerns they have to a responsible adult.
- Adhering to the Behaviour for Learning Policy at all times.

Parents are responsible for:

- Ensuring their child is available to learn remotely and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Engaging with school as appropriate throughout any periods of remote learning.
- Adhering to the Parent / Carer Code of Conduct at all times.



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

Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the Headteacher as soon as possible.

Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCo as soon as possible and on an ongoing basis.

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:

- Teachers will feedback to pupils very Teams and Class Dojo following our school marking policy where possible.
- Teachers will give verbal feedback to pupils throughout lessons. Written feedback will be completed at the end of a day and for longer projects, at the end of a week.

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:

- Teaching staff will liaise with the SENCo and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period. Parent communication is vital here.
- SEND pupils will be encouraged to engage in whole class remote learning but where this is difficult, arrangements will be made for SEND pupils to attend 'catch up/intervention' sessions with a teaching assistant or the class teacher.
- SEN support plans will be adapted and reviewed to take into account remote learning
- Pupils in Reception will have access to daily phonics and maths activities through videos, interactive games and some 'live' lessons. The Early Years staff will ensure



content is age appropriate and well sequenced to fit alongside their class phonics and maths lessons.

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?

Self isolating pupils be taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.

They will access live learning and pre-recorded lessons. If printed packs are handed in for feedback, a 72-hour quarantine will be required. Pupils will get online feedback or a telephone call from the class teacher.

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