



Brighstone C.E Aided Primary School

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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 if 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 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 few days of pupils being sent home?

Children will be provided with a pack of work that will last approximately two days. This will enable them to access learning immediately while their teachers and LSAs provide remote learning for the remainder of the remote education period.

This immediate short-term learning will contain activities linked to the current learning journey in a range of subjects, as well as familiar activities to help to revisit and embed previous learning.

This pack of work will either be provided as paper copies that will be sent home with your child, or will be available via the Shared Drive on the school website. The class teacher will email any further information to you, where applicable.

Alongside the pack of work, children will also continue to have access to a range of online learning through:

- Times Tables Rock Stars
- Purple Mash
- Doodle Maths, Doodle English and Doodle Spellings
- Nessy (where applicable)
- Read Write Inc virtual classroom
- White Rose Maths

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. Work will continue the current learning journeys across the range of subjects to prevent learning from being disrupted. However, we will need to make some adaptations in some subjects. For example, children will

be provided with learning through activities that use a familiar format, rather than being introduced to something new. Where possible and appropriate, work will be provided which children can access with the minimum of adult input.

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 3 hours per day for KS1 and 4 hours per day for KS2, in line with guidance from the Department for Education.

Accessing remote education

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

Each day, teachers will expect children to participate in at least one virtual call with the teacher and class. This may be as a whole class or as small groups, and will be at a set time. The teacher or the Learning Support Assistant will be present, and these virtual meetings will follow our risk assessment (available on our website).

These virtual calls will involve one or more of the following:

- To teach and set work for the day
- To share work and provide feedback
- To take part in an online PE lesson
- Story time

Work will be provided via the online learning platform Google Classroom. School has issued new school email addresses in each child's name, which will be used to access Google Classroom. Children will be expected to access and submit their learning using this platform. Emails will also be used where needed. Reception and KS1 will also continue to use Tapestry.

Children also have access to the following online resources:

- Purple Mash
- Doodle Maths, Doodle English and Doodle Spellings
- Times Table Rock Stars
- Nessy (where applicable)
- Read Write Inc virtual classroom and YouTube lessons
- Oxford Owl ebooks
- White Rose Maths
- BBC Bitesize Home Learning
- Oak National Academy
- STEM (Science, Technology, Engineering and Mathematics)

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:

- Lend an electronic device (either a tablet or a laptop) with appropriate support and guidance where needed
- Lend devices that enable an internet connection (for example, routers or dongles) with appropriate support and guidance where needed
- Provide printed paper packs that can be sent home with your child or delivered to your house (following Covid-safety guidelines)
- Telephone calls between the class teacher and the child, to provide regular contact and to provide information and feedback on the learning
- Where children do not have online access, children can submit printed work via a designated drop-off point or in the post, as well as discuss their learning via the regular telephone conversations
- Children who don't have access to adequate technology are also eligible for a place in school

Parents are encouraged to contact the school for further details about the above, using the following options:

- Telephone: 01983 740285
- Email: office@brighstoneprimary.org.uk

How will my child be taught remotely?

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

- Work provided and submitted on the online multi-functional platform Google Classroom (and Tapestry for Reception and KS1)
- Daily live teaching via Zoom or Google Classroom Meet
- Oak National Academy pre-recorded lessons
- Printed paper packs of the weekly learning available on request, that can be collected from a designated collection point or posted
- Reading books that children have at home
- EBooks on Oxford Owl
- Read Write Inc virtual classroom/YouTube
- BBC Bitesize Home Learning
- Doodle Maths, Doodle English and Doodle Spellings
- Purple Mash
- Times Tables Rock Stars
- Nessy (where applicable)
- White Rose virtual lessons
- STEM (Science, Technology, Engineering and Mathematics)
- Some project assignments where appropriate

When planning and delivering remote learning, we will:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum
- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

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?

Children are expected to participate in the daily live video calls with their teacher (where online access is available), and they are expected to carry out the learning that has been set by their teacher (provided on Google Classroom, or via email or printed paper packs). This will be for approximately 3 hours per day for KS1 and 4 hours per day for KS2.

Communication will be via Google Classroom, Tapestry (Reception and KS1) and the class email address, which goes directly to your child's class teacher. Alternatively, parents can telephone the school (01983 740285).

While you do not need to worry about trying to keep your child to the full routine they had at school, they will feel more comfortable and learn better with a predictable routine to the day, even if this is difficult.

You should try to make sure that they:

- get up and go to bed at the same time each day
- have regular meal times
- have regular breaks
- make time to be active – children are used to regular play at lunch and break times

While children are expected to engage with online learning where possible, digital devices are not the only way to learn. Manage screen time with a timer and break up screen time by getting your child to:

- use books and other printed materials that the school has provided or that you have at home
- write by hand – try asking them to complete work by hand, write a diary, a summary of things they have done each day or 'to do' lists
- be active and get away from the screen regularly
- stop using digital devices at least an hour before bed

Reception, Year 1 and Year 2 children

The best way to help children aged 4 to 7 learn is to:

- sit with them as they work
- do active and practical things, rather than trying to make them sit and listen for long periods
- try to break down the work into shorter periods, based on how long they can concentrate

- take frequent breaks
- praise or reward them when they do well

Talking

Talk with your child throughout the day and explain new words. For example, discuss the things you are doing and pick out words that might be new to them.

Reading together

When you read with your child try to:

- express the emotion in the story
- give colour to the characters using voices, tone and pace
- discuss the things you are reading
- explain any new words and ask your child to say them out loud

You can make a story more interesting and help your child develop their understanding of a book by linking what you are reading to real life. For example, while reading about Cinderella going to the ball, talk about how a ball is similar to a birthday party.

Ask your child questions about what you are reading as you go. For example:

- ask some questions that only need a short answer, such as what colour something is, or the name of a character
- ask some questions that need a longer answer, such as how a character is feeling
- ask them to tell you what has happened in the story so far and what might happen next

Phonics

Access the online Read Write Inc virtual classroom. Your child's class teacher will also sometimes provide a Speed Sounds lesson as part of the daily live lesson.

Writing

Help your child to practise their writing and spellings. For younger children this might include forming letters and being familiar with pens and pencils, while for older children it could include writing stories. Ask your child to write about their day-to-day experiences of being at home, or to write letters to send to family members.

Numbers

Practise counting and numbers with your child. This does not always have to be a planned activity. For example, count things around the house while you are doing other things like cooking or cleaning.

Year 3 to 6 children

The best way to help children aged 7 to 11 learn is to:

- give them support and direction, but encourage them to do work independently too
- include active and practical things, rather than trying to make them sit and work for long periods
- try to break down the work into shorter periods, based on how long they can concentrate
- take frequent breaks
- praise or reward them when they do well

To check if they're learning try to:

- ask them questions as they go; e.g. 'What have you learned?' 'Have you got any questions about what you have just read?', 'Can you sum up in three sentences what you have just learned?'

- talk about things they learned; e.g. ‘Tell me three sentences about what you have just found out’, ‘Tell me three words and what they mean’, ‘Show me what you have just learned’.

Reading

Talk to your child about what they’re reading. This will help them understand what they have read. Try to encourage them to read for fun, as well as reading for school.

Ask your child questions about what they’re reading. For example:

- ask questions that make them think about the story, such as how a character is feeling
- ask them to tell you what has happened in the story so far

Also, remember, reading **to** your child is just as important, no matter their age or reading ability!

Writing

Try to help your child practise their writing and spellings. They may be set work by their school to do on a digital device, but using pen and paper as well will help them be ready for when they return to the classroom.

There is further advice for parents on the Covid page on our school website.

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

Teachers will monitor children’s engagement and progress with the following online resources:

- Google Classroom
- Purple Mash
- Doodle Maths, Doodle English and Doodle Spellings
- Nessy
- Times Tables Rock Stars

Teachers will also check how children are engaging with their work through Google Classroom and through the daily video calls. It is helpful when parents make regular contact with their child’s class teacher via the class email (or Tapestry), and this method of communication will be used if there are any concerns about children’s engagement with remote learning. Emails will be checked every day.

If teachers are concerned about a child’s engagement with their work, they will email the parent/carer in the first instance, asking if there are any problems with accessing it and if any further support is needed. A follow-up telephone call may be necessary if engagement continues to be a concern. The headteacher will be kept informed throughout.

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. There will also be some element of self-marking. Teachers will provide answer sheets where applicable, and, where work is submitted to Google Classroom (or Tapestry), teachers will provide feedback on your child’s work. Our approach to feeding back on pupil work may include:

- where work (typed, scanned or photographed) is emailed back to the teacher or submitted to Google Classroom (or Tapestry), feedback will be provided via return email or via Google Classroom (or Tapestry). This may be a brief comment, or it might be more in depth feedback for your child to

respond to (e.g. make the requested changes/improvements to their work; to answer a question; to do the 'next step' that may be provided)

- face-to-face whole class verbal feedback via the daily video lessons
- where paper copies have been provided and work sent back to school, teachers will provide feedback via email

Feedback will be provided as and when necessary and applicable, depending on the work and the age of the children.

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, younger children or 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:

- providing carefully planned work which links closely to their abilities and interests, and to their EHCP where applicable
- providing shorter activities that will enable breaks to take place in between activities
- providing a range of practical activities and games that can take place using everyday household equipment
- providing explanations and useful advice as necessary

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?

In cases where a child is self-isolating, they will be provided with the same or similar learning activities to that being taught in school as part of the sequenced learning journeys within the subjects. This work will be emailed directly to the parent/carer, with added explanations of what is expected and how the work can be taught and carried out. The work will be recorded in the child's homework diary. This work can be photographed or scanned and emailed to the class teacher for feedback, which will then be provided by return email. If this isn't possible, then the teacher will review the work once the child returns to school.

Online learning will be expected to be carried out, including some or all of the following:

- Purple Mash
- Doodle Maths, Doodle English and Doodle Spellings
- Nessy (where applicable)
- Read Write Inc virtual classroom
- Times Tables Rock Stars

Zoom or telephone calls can be arranged where necessary and on request.