

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

The requirements for remote learning from the Department for Education are as follows:

- 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 so that pupils can progress through the school's curriculum
- have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern

When teaching pupils remotely, we expect schools to:

- set meaningful and ambitious work each day in an appropriate range of subjects
- provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:
 - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
 - Key Stage 2: 4 hours a day
- Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school led video content.
- providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
- providing opportunities for interactivity, including questioning, eliciting and reflective discussion
- providing scaffolded practice and opportunities to apply new knowledge
- enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
- using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
- avoiding an over-reliance on long-term projects or internet research activities

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.

Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely.

As a school we will:

- Teach the same curriculum remotely as we would in school where possible, however some adaptations may need to be made
- Upload lessons and materials to the phase pages on our school website for parents to access
- Collect work from the children predominately through the use of Microsoft Quizzes so that immediate feedback can be given and through the pupil logins on School Spider where a file upload is necessary

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:

Year Group	Hours
Reception	Up to 3 hours per day
Years 1 - 2	3 hours per day
Years 3 - 6	4 hours per day

Accessing remote education

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

Year Group	Phase Page Link
Reception	https://www.budbrooke.warwickshire.sch.uk/class/reception
Years 1 - 2	https://www.budbrooke.warwickshire.sch.uk/class/years-1-2
Years 3 - 4	https://www.budbrooke.warwickshire.sch.uk/class/years-3-4
Years 5 - 6	https://www.budbrooke.warwickshire.sch.uk/class/years-5-6

Note: To try to make this as easy to navigate as possible, we will only keep two days lessons on the phase pages.

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 encourage parents to contact school to discuss requirements as we appreciate each situation is unique. It is possible that we could:

- lend families a laptop or other device to support learning at home
- provided printed materials to be completed offline
- facilitate pupils being able to submit written work for feedback from staff

How will my child be taught remotely?

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

- High quality explanations will be provided through Oak National Academy, White Rose or BBC Teach videos predominately
- Commercial websites may be used to facilitate the teaching of foundation subjects following the schemes we use in school, e.g. Charanga, SCARF, Language Angels etc
- Children will be able to submit work via Microsoft Forms / Quizzes or through their login on School Spider
- Immediate feedback will be given on quizzes and teachers will send at least weekly feedback via School Spider

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?

We expect that pupils and families engage with remote learning each day. If, at any point, this is proving to be a challenge we strongly encourage parents to contact school to discuss options and support.

We publish a daily timetable to make this as simple as possible for parents to track which includes:

- an overview of activities for the day
- estimated timings for each activity
- resources needed
- submission requirements

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

We check on a daily basis the level of engagement at home and at school. We will contact any families that haven't engaged with the remote learning to discuss barriers and potential solutions. This information is tracked and monitored by the Senior Leadership and shared with the Governors.

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

Children will receive immediate feedback on quizzes set via Microsoft Quizzes. These also enable teachers to assess on a pupil and class level to direct the next stage in learning. Teachers can specifically contact pupils that are struggling if needed.

Teachers will also make welfare calls at least weekly where they are able to discuss progress and feedback and they will also send written feedback at least once a week via School Spider to any pupils not in 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 strongly encourage parents and carers to contact our SENDCO, Miss Woods, to discuss any personalised support we can offer.

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 the situation where pupils are self isolating individually teachers will upload their lesson slides and resources for the school day so that families can access what the other children are doing in school. There will not however be online tasks for each day as the lessons will have been designed to be delivered in person.

We can send school books home so that children are able to complete activities in their school books for the teacher to see upon their return.

We will make weekly welfare calls to speak with families.