

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

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

If pupils are sent home from school they may take with them a work pack, reading books, their exercise books and any other resources their teachers may deem helpful for them to have at home. Teachers will communicate with parents via Class Dojo, therefore it is vital that all parents have a Class Dojo account. Teachers will upload work onto Dojo and let parents and pupils know about any live lessons they may be planning on Teams.

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, where it is impractical to teach the computing curriculum due to software issues, or the art curriculum due to resources being unavailable at home.

Our focus for remote education is in the core subjects: maths, reading and writing. This is because these skills are transferable and vital to accessing other areas of the curriculum, and life in the real world.

We also emphasise the importance of physical activity and promote this with our pupils learning from home.

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 your child the following amount of time per day.

Early Years (Reception)	Between 2 and 3 hours per day
Key Stage 1 (Years 1-2)	Between 2 and 3 hours per day
Key Stage 2 (Years 3-6)	4 hours per day

Accessing remote education

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

Instructions for finding and joining a class in Microsoft Teams are online, under the ['Work from Home'](#) link found on the Quick Links menu on the school website. Please also read the expectations and guidance provided to support online learning.

We understand that parents need to be present during Teams lessons, particularly for our youngest pupils, however, we ask that parents are not on screen and that the child's account is used to log in. If you do have any concerns about your child's online learning or need to ask a question, then please contact their teacher via a Class Dojo message. provided via the 'Work from Home' quick link on our website.

If my child does not have digital or online access at home, how will you support them to access remote education?

Your child should be able to borrow a laptop from the school if they do not have access to a suitable device for online learning at home. The laptop will have instructions for logging in, finding Microsoft Teams and joining classes online.

A broadband router is also available, should support with internet access be required.

If your child requires a laptop or router, please notify the school, so they can ensure there are sufficient numbers held in school to lend to pupils when required.

How will my child be taught remotely?

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

- live teaching (online lessons in Microsoft Teams)
- 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?

All pupils must engage fully with remote education. This means attending all live sessions provided by their teachers, on time and for the full session. More details are provided in the expectations sent to parents. A copy is available on the students' support page, via the ['Work from Home'](#) link found on the Quick Links menu on the school website.

In particular, parents are expected to ensure their child:

- Attends all live lessons. Non-attendance will be treated as truancy and will be followed up by the school.
- Is ready to work from a place where they can write and work undisturbed by other people, or by background noise.
- Is suitably dressed, with the necessary equipment to take part in the lessons.

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

All attendance at live lessons will be registered using appropriate attendance codes. If your child is working on a remote learning pack, teachers will make a judgement regarding their engagement through interactions with the online platform used by the school, or by email/phone in the event of technical difficulties, and will telephone pupils who are at home for extended periods of time without interaction. This is an opportunity for teachers and parents to talk about the child's level of engagement.

If a teacher has a concern regarding the level of engagement with remote learning, they will contact you through the same process as if your child was in school (eg email/phone call). If teachers are unable to make contact with pupils and/or parents, or they have other concerns, a member of BMAT's Education Welfare Team will carry out a home visit. It is important that any pupil on the school roll is accounted for daily during term time, whether they are at home or at school.

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

Teachers will give feedback to pieces of work where it would be helpful for pupils to make progress. During live lessons, teachers will provide feedback and assessment orally or in writing through the platform. As with classroom learning, quizzes and assignments may be set and feedback provided.

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?

Pupils with EHCPs are invited to attend school as vulnerable pupils. Pupils with SEND who do not have an EHCP may also be invited to attend school. Other pupils with SEND who can learn from home, are supported by teachers with differentiated learning.

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?

If your child is self-isolating and their peers are in school as usual, their remote education will be as set out above. Variations might occur in practical subjects or lessons, where a child is not expected to have the appropriate resources or equipment in the home. In these instances, the teacher will provide an alternative task.