

# Bratton Primary School

## 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 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 to pupils at home?**

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

Update on Home Learning support during School closure re: Coronavirus/COVID-19:

We wanted to write to you outlining in as much detail as possible the support and provision we have made, and will make ahead, regarding continuing delivering high quality learning opportunities and resources for yourselves and our pupils at home during this national lockdown.

Please be assured that as a school we will be working in support of our pupils and yourselves throughout this period, continuing to provide educational input, support, advice and resources for you all. We fully understand this return to home schooling will once again be a major shift for us all. The work and resources we are sending home are there to support and facilitate home learning, as we know how hard you will all be working whilst also managing and supporting your children in this new national lockdown.

#### **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?**

- As a school we are committed to:
  - teaching 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 at home can progress through the school's curriculum
  - setting meaningful and ambitious work each day in an appropriate range of subjects
  - providing teaching that will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently.
  - This will be provided by resources published on the schools website by 9-30am each day, as well as through the schools YouTube channel, MS Teams and additional online learning applications, including: professor assessor, reading eggs, mathletics, Letter-join and charanga.

- providing opportunities for interactivity, including questioning and reflective discussion – this will be facilitated via work sent in and fed back on directly to pupils via the class emails, as well as via live Teams lessons
- providing scaffolded practice and opportunities to apply new knowledge – this will be modelled through written modelling of work or skills, presented via the webpage, or through pre-recorded modelling via the schools YouTube channel or through external weblinks, or live modelling via MS Teams.
- enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate – this feedback will be provided via the class emails and written feedback, oral feedback via MS Teams and ahead staff will be using online assessment tools such as mentimeter.
- using assessment to ensure teaching is responsive to pupils’ needs and addresses any critical gaps in pupils’ knowledge – assessment will be carried out via work sent in and fed back on in class emails, or assessments created via the schools online learning platforms (professor assessor, reading eggs, mathletics), as well as assessments created and published via the class web pages to be completed and emailed in and through assessments created via online applications such as mentimeter.

## Remote teaching and study time each day

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

The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should 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

## Accessing remote education

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

#### On-going home learning:

- From 6<sup>th</sup> January, all teachers will be directing and providing learning for the children and supporting yourselves as parents.
- All staff have planned this terms learning, focussing on developing key skills in maths, reading, writing and GHASP (grammar, handwriting, spelling and punctuation), whilst also maintaining the breadth and balance of the children’s learning opportunities, designing the learning to be as supportive and easy as possible to both follow and implement at home.
- ***New work will be uploaded to the class pages on the school website by 9-30am.*** <https://www.bratton.wilts.sch.uk/>

- The work on the website will encompass worksheets, web-links and there will be video links to our YouTube channel with staff introducing and modelling learning, also linking work in with Mathletics, Reading Eggs and Professor Assessor.
- All the work will have accompanying explanations and support for you as parents to aid successful delivery of the learning at home, either via written explanations and modelling, via pre-recorded input on our YouTube channel, or via live teaching on MS Teams.
- We will monitor how all of this is working and will of course listen to feedback and adapt, change and amend our practice as we continue to improve our provision in this blended learning environment.
- We are abundantly aware that resources for us all at home continue to be at a premium due to the enforced isolation, so the aim is that the majority of the work can be accessed easily from the screen without the need for printing.
- Please do once again utilise the class email if you have any queries or concerns about any of the home learning.
- This email is also a chance for you as parents to scan in or send in photographs of children's work that you would like teachers to look at, or to ask any questions relating to home learning that you may have, and we look forward to this tool once again allowing for increased interaction between the children, parents and staff.

As we hope you can see, as a school, we will be aiming to continue with each year groups' curricula goals in the coming term. To clarify the above in more detail:

**Home learning:** From the 6<sup>th</sup> January teachers will be posting work, tasks, support, videos, weblinks and learning advice on the school website, <https://www.bratton.wilts.sch.uk/> with each class teacher posting these on their class pages. The work will cover a full breadth of subjects and skill development and will be regularly updated.

**Professor assessor:** This is an online tool and resource we use to support maths teaching in school for years 1 to 6. It allows us as teachers to target work and interventions for every child, at their level and right down to only allowing them to access and work on tasks and skills teachers have specifically prepared for them. The work is then marked by the website/programme itself and that information is fed back to teachers, allowing them to check progress and understanding, then to set future learning. The programmes will also then produce follow up tasks and intervention packages for the children that focus on building strengths and addressing misconceptions. It also has extensive times table practice tasks, with rewards associated. We will therefore be once again emailing home children's professor assessor logins. To access the site, please click on the link <https://www.prof123.co.uk/Start> and to learn more about it please click on <https://www.professorassessor.co.uk/>

**Mathletics:** We have a school subscription to mathletics for every pupil. Mathletics is an online maths learning tool, that again can be managed by our teachers to tailor work to individual and class needs, as well as allowing teachers to monitor usage, understanding and support misconceptions, and to recommend new work. The site is also full of engaging maths games, puzzles, tutorials and allows children to play these games against students from all over the world, safely

within the confines of the site. Once again, we will be sending home individual logins to access this site, please follow the link <https://www.mathletics.com/uk/> and to find out more about the application, please visit <https://www.mathletics.com/uk/for-schools/>

**Reading eggs:** As with mathletics, we have a school subscription to reading eggs (eggspres). This is an online reading resource, encompassing access to many reading texts, extracts of books, reading games and particularly reading comprehension activities. As with mathletics, teachers can monitor, guide and lead learning, in response to children's progress, and, as above, there are many independent learning opportunities for the children to take advantage of. We will again be emailing home a login for each child and to access the site, please click the link <https://readingeggs.co.uk/> and visit <https://readingeggs.co.uk/about/parents> to find out more about the resource.

**Microsoft Teams for education:** This platform is very similar to the Teams meetings you have all experienced during parent consultations, but it allows for live teaching and learning to take place, also giving us the opportunity to bring together and link up the pupils working from home with the children working in school, across the coming weeks. This will also allow us to support home learning via live interactive 'chat', providing in session feedback and instant points of development

**YouTube channel:** We will once again be supporting learning through video inputs and prerecorded 'live' teaching, whereby our staff can pre-record content that will either model learning, lead children into an activity, enrich their learning through reading a text or simply deliver a mini lesson input 'at home'. We therefore have a school YouTube channel to facilitate this. This can be found on YouTube by searching for Bratton Primary School and you will see our school logo and banner. The channel allows staff to upload files, with a wide range of content, aimed at ensuring even greater support and engagement for you all at home. Teachers will add links to the channel in their planning documentation, pointing out when and where the video is relevant to the learning. Bratton Primary School channel - <https://www.youtube.com/channel/UCww7F97lxXtPUWEZ9d7KX9g>

We are also exploring further online learning support packages and will update you on these in the coming weeks.

### **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:

- Parents of pupils who may be having difficulty facilitating and or engaging with remote education at home, for example due to a lack of devices or quiet space to study, should make contact with the school as soon as possible
- Staff will also be checking in with all families learning from home every two weeks, providing an additional opportunity for feedback and support
- School can and will provide printed copies of work, safe collection of which can be arranged via the school office

- Completed work can then be safely posted in the red letter box outside the main entrance, or via the school entrance porch way
- Staff will then provide feedback and next steps in learning which can be sent out with the next batch of home learning
- Parents requesting support with electronic devices, please see the DFE advice and guidance below:

## Who can get laptops and tablets

Schools will be able to order an allocation of devices for:

- disadvantaged children in years 3 to 11 who do not have access to a device and whose face-to-face education is disrupted
- disadvantaged children in any year group who have been [advised to shield](#) because they (or someone they live with) are clinically extremely vulnerable
- disadvantaged children in any year group attending a hospital school

This offer applies to maintained schools, pupil referral units, academy trusts and hospital schools, as well as sixth-form colleges who have enrolled 14 to 16 year olds.

Disadvantaged children with special educational needs and disabilities (SEND) are included within this offer. However, if specialist support and equipment is required help may be available through the [Family Fund](#).

## How device allocations have been decided

Schools and colleges will receive an allocation of devices to be used to support disadvantaged children who are otherwise unable to access remote education.

Examples of this include disadvantaged children:

- with no digital devices in their household
- whose only available device is a smartphone
- with a single device in their household that's being shared with more than one other family member

The number of devices available to order through the [get help with technology](#) service reflects the number of laptops and tablets we estimate are needed by each school or college. This calculation is based on:

- the number of children in years 3 to 11 (16 to 19 education providers will be contacted during the 2021 spring term when the service is extended to years 12 and 13)
- free school meals data
- an estimate of the number of devices a school or college already has

This allocation can be used as part of preparing to deliver remote education. However, the exact number and type of devices available will be confirmed at the time of ordering based on stock availability and the extent of coronavirus (COVID-19) restrictions. If there are widespread school closures, allocations could be temporarily reduced.

## **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?**

- Please be assured that as a school we will be working in support of our pupils and yourselves throughout this period, continuing to provide educational input, support, advice and resources for you all. We fully understand this return to home schooling will once again be a major shift for us all.
- The work and resources we are sending home are there to support and facilitate home learning, as we know how hard you will all be working whilst also managing and supporting your children in this new national lockdown.
- As a school, we will be continuing with each year groups curricula goals in the coming terms, but we are fully aware that how this is covered will be unique in every family.
- We have therefore not produced a weekly timetable, giving you as parents' flexibility on how you manage your time, but staff have included timing guidelines for each activity they have produced.
- Our advice would be that you therefore aim to follow the learning we send out on a weekly basis, but continue to balance this with on-going enriching activities, daily exercise, child initiated research etc., but maintaining the consistency of some school led work being covered every day.
- We are mindful of individual parental circumstances, capacity and time etc. so we are hopefully going for a balanced, pragmatic, 'middle' view.

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

As a school we are aware that managing home learning will mean that some pupils work at different rates and at different times to others, however we will be continuing to monitor engagement with learning, mindful of ensuring continuity of education for all of our pupils. To ensure this:

- Staff will be monitoring work sent in via the class email system and will keep track of feedback given to pupils
- Staff will also monitor work and activities completed via the schools online learning platforms, including reading eggs, professor assessor and mathletics
- Staff will also monitor engagement and attendance in live lessons delivered via MS Teams
- Staff will also be calling families working from home every two weeks for a check in conversation, taking feedback, checking if further support is needed and discussing home learning and any further support needed with this. This will also be an opportunity for school to raise any concerns regarding home learning and/or engagement with parents.

## **How will school 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:

- Enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate – this feedback will be provided via the class emails and written feedback, oral feedback via MS Teams and staff will be using online assessment tools such as mentimeter.
- using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
- assessment will be carried out via work sent in and fed back on in class emails, or assessments created via the schools online learning platforms (professor assessor, reading eggs, mathletics), as well as assessments created and published via the class web pages to be completed and emailed in and through ongoing assessments created via online applications such as mentimeter.

## **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:

- All children who have identified special educational needs will have appropriately differentiated resources and tasks to support their home learning
- Teachers will respond to children on an individual basis and therefore plan appropriately to ensure every child is able to achieve.

### **Information and protocols regarding 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?**

- Work packs: Initially we will send home ‘work packs’, with enough work and full instructions to cover approximately 3 days, linked to the work currently being taught in class.
- We will also send children home with reading books and other resources that will aid home learning, including key stationery items.
- Following this 3 day period, work will be emailed directly to the parents of the isolating pupil/s.
- This work will be from the child/s class teacher and will be accompanied by short explanations on the learning covered and the associated tasks. All learning will be linked to the days work undertaken in the child/s class, to ensure on their return they are not behind in their learning or understanding.
- Work completed can be emailed in to the class email address for feedback
- Pupils will also still have access to the online learning sites, although specific differentiated work will not always be set for isolated pupils.