



**Remote Education:
Information for Parents**

March 2021

Remote education provision: information for parents

From the 8th March 2021, please be aware that attendance at school is mandatory unless your child is ill, told to isolate or is in receipt of a clinically, extremely vulnerable letter.

Unicorn's remote education provision is based on the expectations set down by the Department for Education for all schools and advice given by Ofsted following their recent research into best practice. Links to documents outlining the DfE expectations and Ofsted advice are given at the end of this statement.

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 document (p9).

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 day or two of pupils being sent home?

We will endeavour to get our full provision up and running as quickly as possible; however, in the first day or two, English and Maths will be prioritised over other subjects.

Children will be directed to use resources such as Bug Club and Timestables Rockstars/ Numbots that they are already familiar with and use regularly.

If we are informed during a school day that a class will need to isolate, homework study books and additional reading books will be sent home with the children.

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 art or science where specific resources are used that would not be available at home, then the task may be altered to cater for these restrictions, and in PE where activities would usually involve children working in pairs, small groups and teams or require the use of equipment that children would not have access to at home.

A daily timetable will be provided but this shows only 'suggested timings' and is flexible as we recognise that different families will have different commitments with regards to parents' working hours and siblings' use of devices.

Remote teaching and study time each day

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

The Department for Education has set the expectation that schools provide the following:

- 3 hours a day for Key Stage 1 (years 1 and 2 when pupils are aged between 5 and 7)
- 4 hours a day for KS2 (years 3-6 when children are aged between 7 and 11)

At Unicorn this will look like:

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| EYFS | <p>Children should be completing set activities for approximately 2 - 3 hours a day including the opportunity to participate in a 30-minute live session with their class teacher.</p> <p>The EYFS curriculum works differently to the rest of the primary phase with a more fluid structure; therefore subjects set/taught each day will vary. In school, children would spend part of the day on 'child initiated/play based learning'.</p> <p>Over the course of the week, children will be set 2-3 English tasks and a daily phonics input, 2- 3</p> |
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| | <p>maths/number tasks and a range of tasks across the EYFS curriculum.</p> <p>Parents are asked to continue reading with their child on a daily basis.</p> |
| Key Stage 1 | <p>Children should be completing set activities for approximately 3 hours a day including the opportunity to participate in a 30-minute live session with their class teacher.</p> <p>Daily phonics session (Year One).</p> <p>Daily English learning (including handwriting, spelling and writing tasks over the week).</p> <p>Daily Maths learning.</p> <p>Another subject each day from a PE/Art/RE/PSHE or IPC unit (each IPC unit has a subject basis e.g. History, Geography and Science).</p> <p>Parents are asked to continue reading with their child on a daily basis.</p> |
| Key Stage 2 | <p>Children should be completing set activities for approximately 4 hours a day including the opportunity to participate in two 30-minute live sessions with their class teacher.</p> <p>Daily English learning (including reading comprehension, writing, handwriting, grammar, punctuation and spelling tasks over the week). Reading of class text will also be set along with the expectation of regular reading of individual books – independently and/or with a parent.</p> <p>Daily Maths learning following the year group maths curriculum and regular practice of arithmetic skills and number facts – multiplication facts/number bonds etc.</p> <p>At least one other subject each day from the PE/Art/RE/PSHE or IPC unit (each IPC unit has a subject basis e.g. History, Geography and Science)</p> |

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| Key Stage 3 and 4 | n/a |
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Accessing remote education

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

Teacher led instruction/support will be provided through videos and 'live/interactive' sessions which children will access through Microsoft 365, incorporating 'Teams'.

As part of this, pupils will sometimes be directed to the use of other online resources including White Rose Maths, BBC Bitesize, Oak National Academy, Timestables Rockstars/Numbots, nRich, Phonics Play.

Please note that should the class teacher be unwell, we will endeavour to have some live sessions and teaching videos provided by another member of staff where possible but there may be some days where we are not able to do this.

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:

The school has sent a questionnaire to all parents regarding their ability to access home learning remotely. This enables us to identify need and support families where we can. Where data allowances are an issue, the school will seek to have the amount of data increased.

The school has a small and limited number of laptops which can be made available. Specific requests for these devices should be sent to: admin@unicorn.bromley.sch.uk. Any devices loaned, will be for the period of isolation and parents are asked to sign a 'school/family device loan agreement' stating that they will return the device (in the same state as when it was loaned) when the child returns to school after isolation.

Parents can ask for paper copies of the task documents to be printed at school and arrange to collect them at an appropriate, regular time. Completed work for feedback can be returned when the next set is collected.

How will my child be taught remotely?

As we do in normal circumstances when children are in school, we use a combination approaches to teach pupils remotely, not just teacher led instruction. We believe a blended approach to remote learning works best for children and best supports our families who are juggling jobs and other commitments at home, as well as often IT resources.

Some examples of remote teaching approaches:

- live registration/introduction/teaching/follow up sessions via M/teams; 1xday EYFS; 2x day KS1; 3x day KS2;
- pre-recorded teaching - video/audio recordings made by year group teachers;
- recorded teaching - video/audio recordings made by outside education sources e.g. Oak National Academy/White Rose Maths Hub;
- printed paper packs produced by teachers (e.g. workbooks, worksheets);
- published workbooks (e.g. CGP homework books) ;
- use of class texts, reading books pupils have at home;
- directed time on school subscribed learning platforms e.g. Numbots/Timestable Rockstars/Bug Club;
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences;
- project work and/or internet research activities – KS2 only.

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?

Engagement in remote education, like face-to-face education, is a daily expectation unless a child is unwell.

Parents are provided with a daily timetable for guidance; however, we understand that work commitments and access to devices will mean that these will have to be used flexibly. Parents may choose for children to complete some activities on different days of the week when they are more able to support/supervise.

Children should have a comfortable, quiet place to study.

When participating in live sessions, children and parents are expected to adhere to the agreed school protocols. This must be read, agreed to and parental permission given before a child is allowed to take part in any live session.

Parents should contact the class teacher, in the first instance, if their child is struggling to engage in their remote education for any reason.

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

Teachers will keep a record of engagement by pupils in their remote learning; this will include:

- Whether identified pieces of work are returned for feedback
- Participation in live sessions
- Engagement with online learning activities such as Bug Club, TTRS and Numbots as directed.

In the first instance, teachers will contact parents if engagement is not as expected.

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:

Children will receive individual feedback on pieces of work identified by the teacher for return. This work and other pieces will be printed in school and added to the children's current exercise book/folder.

Acknowledgement of other work completed, effort and quality of work produced may be given individually but also during live follow-up sessions. Peer support and feedback is encouraged as this is part of usual classroom practice.

Assessment of progress will be made from all work returned. Teachers will indicate when they want a task to be attempted unaided if it is to be used specifically for assessment purposes.

Teachers will use 'low stakes quizzes' in live sessions to assess children's knowledge and understanding of topics covered and to identify areas requiring further input. This too is part of normal classroom practice.

TTRS, Numbots and Bug Club also provides teachers with evidence of children's progress.

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, 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:

Children with an EHCP are entitled to be in school where possible during a 'lockdown' alongside the children of critical workers.

Teachers will adapt work to meet the needs of children with SEND within the constraints of remote learning.

Additional equipment and resources will be made available to support children with SEND in learning at home, where appropriate.

Mrs Dodd (Head of Inclusion) will be available to discuss any issues and support pupils and parents 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 but their class remains in school, how will their remote education differ from the approaches described above?

Teachers will endeavour to provide individual children isolating at home with daily learning in Maths, English and one other subject, mostly frequently linked to the current IPC unit. This is unlikely to be from the first day of isolation.

Timing of set work may vary due to the constraints of the school day. It may be more appropriate for work to be emailed to the parent rather than uploaded to M/teams.

Teachers will not be able to pre-record videos for individual children but will direct them to published recorded teaching (such as White Rose Maths and Oak National Academy) linked to the current learning to provide support.

As with any other illness, we do not expect children to be working if they are unwell. When you contact the office to inform us that your child is self-isolating please let them know if this is the case. You can update us if they recover within the isolation period and we will provide work for them from that point.

Documents referred to within this statement are:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/952443/210114_School_national_restrictions_guidance_FINAL_14012021.pdf

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>