

**STATEMENT ON REMOTE  
EDUCATION PROVISION AT  
Bordon Junior School**



## Remote education provision: information for parents

Each school in The University of Chichester Academy Trust follows a Remote Learning Policy which you can find on our website. This is a summary of that policy for parents.

We aim to provide high-quality remote education for children both in and out of school. This can consist of learning which is:

**BLENDED**– Children’s learning involves electronic and online media as well as face-to-face teaching. It can take place in and/or out of school.

**FLIPPED** – Instructional content delivered online from another place. This could be a teacher in another class or who is at home self-isolating.

**REMOTE** – Carried out without physical attendance by the pupil and/or teacher using technology.

This leaflet focuses on REMOTE provision your child may have to access because they are:

- Self-isolating following close-contact with an infected individual
- Self-isolating because they have symptoms of COVID-19 and/or have tested positive but are well enough to undertake school work
- Not able to attend school because of an unplanned closure (snow, technical issues, staff illness)

### What should my child expect from immediate remote education in the first day or two?

Your child’s teacher will make initial contact to discuss expectations. They will be able to access work straightaway through Teams and full remote education will be available from the 2<sup>nd</sup> day.

### What curriculum will my child be following?

We will cover enough of the core learning planned for school to minimise the risk of your child falling behind.

Depending on the length of the expected absence, you may find the following subjects are different or may not be covered, but we will make sure you catch up on return:

Areas within certain curriculum subjects where specialist equipment is needed e.g. Music, Art, Science.

PE activities will be provided that may need extra space although we are trying to focus on ‘on the spot’ exercises.

## 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:

Primary school-aged pupils	4
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## Accessing remote education

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

You should be familiar with the platform we use to provide our remote curriculum. If you aren't, do make sure you get the details of how to access it before you may need it: **Microsoft Teams**

Every pupil has their own Microsoft Teams account. This enables them to access and turn in the work as well as receive feedback from their teacher.

Teams also gives them access to their teacher and classmates.

Support can be found on the school website [www.bordonjuniorschool.com/covid-19](http://www.bordonjuniorschool.com/covid-19)

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

We know lots of families do not have access to suitable devices or broadband. If this applies to you and we haven't helped you yet, do get in touch as we may be able to offer you support in the following ways:

Free SIM cards to get you an internet connection

Loan of laptops or tablets

It is not possible to provide paper copies of the work that is on Teams as it includes direct teaching and interactive activities. As a last resort, we can provide some paper workbooks for English and maths.

## **How will my child be taught remotely?**

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

Recorded lessons from our teachers

A range of tasks for your child to complete to develop their knowledge and understanding

Group or individual catch-up sessions online where your child can talk to the teacher about their learning

Materials on the internet for your child to access independently, for example videos, quizzes, articles or games.

## **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?**

Set up the accounts in advance, so they are ready when you need them

Talk to us in advance if you need support with devices/internet

Arrange a space in your home which gives your child the best possible chance of remaining attentive during learning activities

Check the instructions for each day in advance, so your child is prepared for the activities

If there are sessions for your child to engage with their teacher, set a reminder so you can help them access it

Talk to your child about their learning, particularly taking time to read every day with your child

Support your child's day to ensure they have regular breaks, fresh air, exercise and healthy snacks

Keep an eye on your child's online activity so you can be assured they are safe and happy

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

We will check pupils' engagement with remote education through the analytics in Teams and by keeping a record of the frequency of contact with the teacher as well as work completed and a judgement on the level of engagement.

These are reviewed weekly by senior staff.

Where engagement is a concern, we will email or call parents and carers to discuss how we can help. We will also make direct contact with the pupil through Teams or, with the parents help, by telephone.

## **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:

We will assess the work pupils are asked to turn in daily and provide feedback through Teams. Feedback comments will often follow the TAG pattern:

- Tickled Pink – what the teacher really liked
- Ask a question – to encourage reflection and increase understanding
- Green for growth – what else could be done to further improve learning

There are daily opportunities to discuss the work with the teacher through the chat and the live sessions.

A range of techniques are used, where appropriate, to automatically mark the work giving instant feedback. Some of these provide clear information to the teacher so that can assess the level of understanding.

The collection of information is used to assess pupils' progress against the expected curriculum.

## **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:

In addition to the measures for all pupils, we will use designated staff to keep in contact with individual children where additional support is required. This may be 1 to 1 Teaching Assistants or members of the Inclusion Team.

Where appropriate, work is differentiated and individual learning pathways are provided for pupils with particular needs. SEND staff will provide interventions through Teams.

Additional 1 to 1 live sessions will be provided through Teams. This includes ELSA and reading support.

The work is provided using video explanations and modelling of the tasks as well as written instructions and explanations. Voice recordings are provided to go with these especially where they are longer pieces of text.

A range of Social, Emotional and Mental Health activities are provided through the school website with updates on Parentmail.