

## **Remote education provision: information for parents**

### **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?**

Within the first two days of pupils being sent home, parents should expect to receive a 'safe, well and learning' phone call from the class teacher, a member of the class team or a member of the management team. This phone call will clarify where they will be able to access home-learning materials immediately.

#### **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?**

- Due to the specific needs of our learners at Thomas Bewick School, it is impractical to offer synchronous 'live' remote education to the majority of our pupils. Therefore, we offer an adapted curriculum remotely, linked to that which we teach in school. We will provide an initial 'home-learning' grid, accompanied by a resource pack. This will include specific tasks for all core subjects and the majority of foundation subjects, based around an overall topic. Additional work will be sent out to pupils on an individual basis, to ensure progression in their learning. All class teachers are available to be contacted by email and will endeavor to respond to any questions/ requests as quickly as possible.

### **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 will take pupils broadly 2-3 hours each day

## **Accessing remote education**

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

Home Learning grids and resource packs can be accessed online on the Thomas Bewick Website, under the Covid-19 section. There are also a bank of useful videos in this section, which can be used to help structure pupils' daily home-learning. These show examples of our daily activities including calm time, movement, circle time and snack times.

Zoom sessions for pupils may be arranged on an individual basis, where we feel these may be beneficial for particular pupils. These will be arranged in collaboration with the class teacher and 'links' will be sent out by a member of the Prosper Learning Trust admin team.

### **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:

- We will discuss with parents whether they have capacity to access online materials at home, during safe and well checks.
- We may offer a loan to a school device if requested.
- We have placed an order for laptops from the government and will place an order for I-pads when they become available.
- Parents can email photographs of completed work to the class teacher using their smartphone device.

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

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

- Asynchronous learning- we have prepared home-learning grids, resource packs and worksheets to be completed by pupils at home. These can be accessed via the school website.
- Pupils/parents can access pre-recorded 'useful videos' on the website to help structure their learning at home.
- Printed paper packs produced by teachers (e.g. workbooks, worksheets) will be posted to parents.
- Live music and story-time sessions can be accessed regularly on Facebook Live, on Mondays and Fridays.
- Live teaching via zoom for individual pupils, where teachers and parents agree that this would be a suitable approach.

## 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?

In this section, please set out briefly:

- We appreciate that it may be difficult for all pupils to engage with learning in the home setting. However, we would expect parents, with support from school, to encourage at least some daily home learning to take place. This would be preferably linked to the tasks set by the class teacher in the home-learning grid, although any work produced from home by pupils is useful and appreciated.
- We would encourage parents to provide structure to the day. An example daily structure could be:

#### **AM**

- Calm time (see video on Thomas Bewick School website)
- Circle Time (see video on Thomas Bewick School website)
- Movement time (use example video on Thomas Bewick School website or a suitable movement activity on YouTube)
- English activity from home-learning grid
- Snack time (see 'snack time' video on Thomas Bewick School website and PECS videos to support)
- Maths activity from home-learning grid

#### **PM**

- Calm Time
- Topic work time activity from home-learning grid
- Snack time (see 'snack time' video on Thomas Bewick School website and PECS videos to support)
- Topic work time activity from home-learning grid
- Calm Time
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## **How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

In this section, please set out briefly:

- We will check pupil engagement with home-learning during our weekly 'safe, well and learning' phone calls.
- We will provide parents with a feedback sheet and/or give verbal feedback, to provide next steps for learning.
- We will provide additional/ adapted work where necessary.

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

- We will provide parents with a feedback sheet and/or give verbal feedback, to provide next steps for learning. This will be provided as soon as possible after work is submitted to teachers, preferably on a weekly basis.

## **Additional support for pupils with particular needs**

- Please contact teachers directly by email to request additional support, additional work, electronic devices and direct online teaching. Teachers will aim to respond as quickly as possible and provide support tailored to the individual needs of the pupil.

## **Remote education for self-isolating pupils**

### **If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

The Remote Education process will be unchanged for pupils self-isolating.