



Eton Porny C. of E. First School

REMOTE / BLENDED EDUCATION CONTINGENCY PLAN

DFE expectations

- use a curriculum sequence that allows access to high quality online or offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access

REMOTE/BLENDED EDUCATION PROVISION: Information for parents

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education if national/local restrictions require entire cohorts (or bubbles) to remain at home.

The remote curriculum: what is taught to pupils at home

The first few weeks 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.

Q: Will my child be taught broadly the same curriculum as they would if they were in school?

A: We will be teaching the same curriculum remotely as we do in school wherever possible and appropriate. When teaching pupils remotely, our staff will:

- set learning tasks and activities so that pupils have meaningful and ambitious work each day in a number of different subjects across the week;
- provide a timetable of programmed learning activities that is the equivalent length to the core teaching pupils would receive in our school;
- provide a timetable of planned and well sequenced learning activities 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;
- practise and focus on further developing existing knowledge and skills e.g. handwriting, times tables, mental arithmetic;
- provide clear explanations of new content, delivered during a 'live lesson' by a member of staff or via high quality curriculum resources or videos as appropriate;
- provide printed resources, white boards/pens and work book if required by families;
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and regularly check pupil engagement with work and tasks;
- enable effective channels of communication between school staff and parents, allowing for further support and simplifying explanations to ensure pupils' understanding.

Remote teaching and study time each day

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

A: 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	Reception and Key Stage 1: 3 – 4 hours a day Key stage 2: 4 – 5 hours a day
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Accessing remote education

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

A: Pupils will access online remote education via the class email system, initially supported through the use of zoom for 'live lessons'. We will be moving to the Microsoft Office 365 digital learning platform as the longer term solution.

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

A: We recognise that some pupils may not have suitable online access at home. Following a survey earlier this academic year with our families we take the following approaches to support those pupils to access remote education:

- Issued laptop devices to be borrowed by those who require them to access remote learning;
- Pupils can submit work via the class email system moving to Microsoft Office 365 digital learning platform as the longer term solution;
- Issued resources to families, including work book, white board, pen, printed resources.

Q: How will my child be taught remotely?

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

- Live teaching/interaction (online lessons once a day)
- Recorded teaching (e.g. video/audio recordings made by our own staff, phonics, White Rose Maths, Oak National Academy lessons)
- Paper packs produced by teachers (e.g. workbooks, worksheets)
- Pupils can make use of any fiction and non-fiction books that they have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Longer -term project work and activities

Engagement and feedback

Q: What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

A: Pupils will need to complete set tasks as independently as they can given their age and stage within the school. Parents will need to support their child to access remote education materials, join 'live lessons' and engage with the other activities.

Parents will need to set up routines and systems at home to support their child to fully engage with remote education expectations.

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

A: School staff will routinely check pupil engagement with remote education via the class email system, including taking a register at all 'live lessons'.

School staff will follow up and keep in touch with parents via the class email system. In addition to this staff will contact parents via the telephone to discuss any barriers and difficulties and how these might be problem solved.

If required our Home School Link Worker will visit families to support as necessary.

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

A: Feedback can take many forms and may not 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 staff will provide feedback through the class email system to individual pupils and verbal feedback via the 'live lessons'.

Additional support for pupils with particular needs

Q: How will you work with me to help my child who needs additional support from adults at home to access remote education?

A: 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. All of our EHCP pupils have been offered a place for our onsite provision throughout this lockdown period. This will enable us to ensure that the statutory expectations of individual EHCPs can be fulfilled.