



Remote education provision: information for parents

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

For details of what to expect when individual pupils are self-isolating, please see the final section of this page.

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?

Usually this will be physical work books or a selection of work sheets for pupils to complete independently at home.

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?

Wherever we can we teach the same curriculum as in school. However, we appreciate that this isn't always possible due to the nature of our pupils. Many find working at home difficult and many are not willing to log on and receive online tuition. Our priority will always be to ensure our pupils are safe and well and are not overwhelmed by the current situation. We also understand from parent/ carer feedback that some children can react to their anxieties around working at home by becoming challenging or leaving the home. We therefore take each situation individually and will continue to work closely with every family.

This might mean that your child has easier work or work that consolidates class work they have covered rather than new materials.

Remote teaching and study time each day

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

The Government has set out the minimum requirements for children working remotely:

Primary school-aged pupils	3 hours
Secondary school-aged pupils	4 hours

However, it also acknowledges that children defined as vulnerable or who have special educational needs may find this difficult:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

Special educational needs

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Vulnerable children

Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them.

When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

All pupils at the Brookfield School have an Education, Health and Care Plan and many have social workers. Therefore, we will ensure that, if a child is isolating, we will continue our safe and well calls each week and where possible either visit (from a safe distance)

or use video calling to check in. This is also an opportunity to check on parent/carers' wellbeing and to see how much work a child is accessing or if there are any issues e.g. around technology that we can help with.

Accessing remote education

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

Years 2 – 7	<p>SeeSaw for work, discussion and face to face calls</p> <p>Direct email</p> <p>Spelling Shed and Maths Shed</p>
Secondary school-aged pupils	<p>MS Teams for video calls and discussion</p> <p>School website and direct email for work and with links to online lessons</p> <p>KS4 and Y9 pupils BKSB for English and Math</p> <p>Spelling Shed and Maths Shed</p>

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 and that, due to the nature of Herefordshire, some areas do not have any broadband signal.

In the first instance, we look to provide laptops or other devices to support this and are happy to work with parents, where possible, to set up devices so they can access any available internet.

Where this not possible, or families and pupils do not feel confident accessing remote education, we are able to send home printed worksheets/ workbooks which we can then pick up at an agreed time from the home (using necessary precautions of an envelope, gloves worn by staff who receive work then three-day quarantine period before it is marked).

If any parent/ carer would like to access a school device or would like to talk with us about accessing a dongle for internet access, please contact the school office (Wendy Roberts) for more information.

How will my child be taught remotely?

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

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- project work and/or internet research activities in some areas
- work on portfolios linked to art/ photography/ product design GCSE

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?

This will be decided on a case by case approach but in general:

A weekly call from school during which we can discuss ongoing the situation and any concerns

A weekly video call on MS Teams/ SeeSaw between pupil and form/ class teacher

For each child to complete work every day (length decided on age, phase, anxiety levels and ability) and then uploaded to Teams/ email to teacher

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 engagement levels at least once a week formally through the call/ video call but daily also through work received back from pupils.

All pupils have been taught to use their school email account and MS Teams/ SeeSaw in school. However, we acknowledge that, due to the nature of specialist needs, this does not mean that pupils can always independently use these at home.

Where we are worried about engagement, a call home will be made to offer support.

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 varied but in general may include:

Quizzes – marks from given number

Written formal feedback on piece of lengthy project/ written work

Quick written summary around topic with next steps

Smiley face/ ticks for instance in maths where there may be ✓ or x used

Comments on video links sent by pupils on SeeSaw

MS Teams message

Feedback on work will be given each week via email on maths/ English and on any GCSE project work. For other subjects it will usually be once a week or once a fortnight. Where there is a piece of assessed work, feedback will be given.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate, but the majority of their peer group remains in school, the remote education 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.

We will endeavor to send either a physical pack of work, or email an electronic version including any links to online resources/ lessons to any pupil self-isolating. The focus will be on daily core skills and then some work in wider subjects such as PE and PSHE. Pupils may be asked to video/ email or video call as per the rest of the guidance. The school will endeavour to contact the pupil each week for a safe and well check – preferably by video call.

Where appropriate, for pupils with specific reason e.g. family members who are shielded and parents/ carers feeling it is not appropriate for their child to mix with another bubble in school, then we advise the parent/ carer to make an appointment with the Headteacher. It may be that one or two specific 1:1 session(s) can be arranged in school but in a 1:1 room with a member of staff and enhanced cleaning regime (the room will be cleaned in between each child and the member of staff will wear enhanced PPE).