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Remote Education Brinsley Primary & Nursery School

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

- DfE guidance states:
- *In developing these contingency plans, we expect schools to:*
 - *use a curriculum sequence that allows access to high-quality online and 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*
 - *recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.*
- *When teaching pupils remotely, we expect schools to:*
 - *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
 - *teach a planned and well-sequenced curriculum 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*
 - *provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos*
 - *gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work*
 - *enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding*
 - *plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers*
- **Context:** Obviously while we would hope that school remains open, it is prudent to plan for a range of potential circumstances i.e.
 1. Individual children are unable to access school directly due to Covi-19
 2. A group of children or bubble is unable to access school directly due to Covid-19 isolation.
 3. The whole school is unable to access school directly due to Covid-19 isolation.



- With this in mind it is important to note that: **Tier 1** involves remaining fully open, as the government has been clear that ensuring schools and educational settings remain open should be prioritised over other areas when restrictions are considered. **Tier 2** asks secondary schools to adopt a rota system and further education (FE) colleges to limit on-site attendance, whilst all other settings, including alternative provision (AP) and special schools, remain fully open. **Tier 3** requires secondary schools and FE colleges to limit on-site attendance to just vulnerable children and young people, the children of critical workers and selected year groups, other settings remain fully open. In the event of tier 3 local restrictions being implemented the Department for Education will issue operational guidance for the affected area that will confirm which year groups should be prioritised. **Tier 4** goes further to limit attendance to just vulnerable children and young people and the children of critical workers at all settings

- THEREFORE it is likely that the whole school will experience a Tier 4 lockdown only if absolutely necessary.

- **What happens in the event that an individual cannot access the school?**
 - If the child is well enough to work:
 - The class teacher will send home a weekly overview of what is to be taught for the week (This is normal practice and stored on a shared drive)
 - Within 24 hours the teacher will provide a written pack of work reflecting what is currently being taught in the class.
 - Any useful links, resources, etc. will be shared on Class Dojo (FS – Y3) or SeeSaw (Y4-6) i.e. Oak, White Rose, etc.
 - There will be a daily “connection” opportunity between the child and teaching staff/class (video, message, call, S etc.)
 - If the child is NOT well enough to work:
 - A welfare call will be made regularly depending on the individual circumstances of that child.

- **What happens in the event that a group cannot access the school?**
 - The class teacher will send home a weekly overview of what is to be taught for the week (This is normal practice and stored on a shared drive). If the teacher is unable then partner teacher or KS leader to do so instead (There is an emergency learning pack – Pie Corbett Home Learning Booklets and maths work focusing on number for KS1 and four operations for ks2, ready for the first week if needed).
 - Within 24 hours the teacher (partner teacher, or KS leader) will provide a written pack of work reflecting what is currently being taught in the class.
 - Any teaching video support, useful links, resources, etc. will be shared on Class Dojo (FS – Y3) or SeeSaw (Y4-6). i.e. Oak, White Rose, etc.
 - Teacher and office staff will coordinate with parents for collection of work. This work will be sent back to school by arrangement (i.e. designated drop off time, or collection), where it will be reviewed by the teacher and feedback given in the form of a brief paragraph. This feedback will inform future provision.
 - There will be a daily “connection” opportunity between the child and teaching staff/class (video, message, call, etc.)

- **What happens in the event that the whole school cannot access the onsite education?**
 - The class teacher will send home a weekly overview of what is to be taught for the week (This is normal practice and stored on a shared drive). If the teacher is unable then partner teacher or KS leader to do so instead (There is an emergency learning pack – Pie Corbett Home Learning Booklets Booklets and maths work focusing on number for KS1 and four operations for ks2, ready for the first week if needed).
 - Within 24 hours the teacher (partner teacher, or KS leader) will provide a written pack of work reflecting what is currently being taught in the class.
 - Any teaching video support, useful links, resources, etc. will be shared on Class Dojo (FS – Y3) or SeeSaw (Y4-6). i.e. Oak, White Rose, etc.
 - Teacher and office staff will coordinate with parents for collection of work. This work will be sent back to school by arrangement (i.e. designated drop off time, or collection), where it will be reviewed by the teacher and feedback given. This feedback will inform future provision.
 - There will be a daily “connection” opportunity between the children and teaching staff/class (video, message, call, etc.)
 - DSLs will make at least weekly welfare calls to ‘vulnerable’ children/families
- If children/families are **NOT ENGAGING** i.e. there has been no sign (online, phone, video, etc.) of them in 48 hours, there will be a welfare call either from school office, or from teachers (anonymised mobile number if at home)
- When paper packs are delivered back to school for **marking** they will have 72 hour isolation period before teacher marks them.
- **Learning packs will be prepared and given to disadvantaged families** i.e. pencil case, ruler, colours, pencils, pen, etc.
- The work provided as part of home learning will match the current curriculum planned for and delivered by teachers. Those children in school as part of the key worker provision will be doing the same work and watching the same lessons as those at home.

There is an expectation that:

- Children in Key Stage 2 (years 3-6) will have access to a minimum of 4 hours work each day.
- Children in FS2 and Key Stage 1 (years R- 2) will have access to a minimum of 3 hours work each day.

There are a **range of websites and platforms** used to deliver remote education. You can reach all of them from our [school website](#). However we do acknowledge that not all children have access to online devices readily. For this we will also provide written packs for children, as mentioned above. As part of the Department for Education programme school can also provide a limited number of laptops to children in need - children will be prioritised due to whether they are Free School Meals, Looked After (i.e. in care), etc.

As mentioned above there are a **range of approaches** we will use to teach pupils remotely.

- Some examples of remote teaching approaches:
- live teaching (online lessons)

- 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
- long-term project work and/or internet research activities, if these fit with our topics

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:

- we may arrange specific opportunities to work live online with individual children or small groups of children
- we will provide work appropriate to the child's specific SEN needs
- We may offer for the child to come in for all or some time to lessons in school

