



## **Buxton School Remote Education provision: information for parents 3-16**

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

For details of what to expect where 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?**

Your child will be able to access remote learning via Satchel One, MS Teams and Class Dojo (EYFS). Your child will receive a notification/email from one or more of the above platforms inviting them to the lesson. Timetables will be shared with Parents/Carers and pupils. Work will be set in line with our school curriculum in addition to any homework tasks that will be made available to their class.

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?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in PE we have set up a You Tube Channel where teachers are modeling the PE sessions and setting pupil challenges. Pupils then complete the session independently and send in photos alongside theory work.



## 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:

Key Stage 1	Pupils will have two 15 minute registration sessions with their class teacher which incorporate the Planet You aspects of the school curriculum (PHSE). Pupils will be taught live lessons throughout the day which will in total be 5 hours per day with a combination of live teaching and independent work completion. Once a week pupils will also have a year group assembly lasting 15 minutes which incorporate our all through assembly themes and is also an opportunity to celebrate achievements.
Key Stage 2	Pupils will have two 15 minute registration sessions with their class teacher which incorporate the Planet You aspects of the school curriculum (PHSE). Pupils will be taught live lessons throughout the day which will in total be 5 hours per day with a combination of live teaching and independent work completion. Once a week pupils will also have a year group assembly lasting 15 minutes which incorporate our all through assembly themes and is also an opportunity to celebrate achievements.



<p>Key Stage 3 and 4</p>	<p>Pupils will have 15 minutes registration with their form tutor in the morning which incorporate the Planet You aspects of the school curriculum (PHSE). There will also be a further 10 minute registration with their period 5 teacher in the afternoon. Pupils will be taught live lessons throughout the day which will be a total of 5 hours per day with a combination of live teaching and independent work completion. Once a week pupils will also have a year group assembly lasting 20 minutes which incorporate our all through assembly themes and celebrations.</p>
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## Accessing remote education

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

Year Group	Platform
EYFS	Class Dojo/Teams  Pre-recorded sessions and some live teaching on MS Teams.  Hard copies are sent home.
KS1 to KS4	MS Teams (Pre-recorded and live teaching)  Satchel One (Notification to parents and homework).

### 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 have identified those pupils who do not have remote access at home and have issued laptops and dongles provided by the DfE to support online learning.
- We have also provided printed packs of work for pupils when it has been requested.
- Pupils are able to send in photos of their work and Satchel One enables pupils to submit their work online to their teacher for review and assessment.
- Parents are able to contact the school by telephone or email if they require information/support and can use the Contact My Teacher facility on the school's website.
- As an all-through school we understand that families with siblings across a number of year groups may have to share devices and we are working to support them with this.



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

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

- Live teaching (online lessons)
- Recorded teaching (Class Dojo, video/audio recordings made by teachers).
- Printed paper packs produced by teachers (for EYFS)
- Reading use of audiobooks and core reading books are used to deliver Reading lessons.
- Home Learning Book (Includes a lined A4 book, pen and pencil to be used for live lessons)
- A range of websites are used across the school to support the teaching of specific subjects or areas, includes video clips, tests and quizzes.
- Classwork will be set during the live lesson using a variety of platforms as outline above.
- Homework will be set in the main using Satchel One and MS Teams.

## **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?**

We expect all pupils to be engaged daily with their remote learning. Where possible we would expect pupils to be attending all live lessons and to be completing all set tasks and activities. Parents should be ensuring routines are kept as normal as possible and pupils are ready to begin their learning at 8.30am with registration in Secondary and 9am in Primary. We appreciate that at times there will be families with multiple siblings accessing devices at the same time and we have been working with parents to support them in this. We also acknowledge that parents may have their own work commitments to manage and this will at times impact their ability to support and monitor pupil's engagement.



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

The engagement of pupils throughout the school is being checked and monitored on a daily basis. If a child does not attend their morning registration, their parents will be called by a member of staff to support any issues such as ICT or access problems. Additional calls will be made if a child is not engaging throughout the day or missing specific lessons. In the primary phase there are email addresses set up for every year group so that parents can report any concerns. In the secondary phase there is Contact my Teacher which can be accessed by parents to report a problem or any concerns.

## **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:

During live lessons teachers will continue to use Assessment for Learning (AFL), differentiation is planned for and work set based on the needs of pupils taught. Our feedback policy has been transferred to our online platform to ensure pupils are receiving effective feedback.

## **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:

Children with an Education, Health and Care Plan (EHCP) are being supported via regular telephone calls, differentiated materials and where appropriate, will be supported in school with their 1-1 Teaching Assistant's (TA's). In addition, intervention classes such as Speech and Language Therapy (SALT) and Language Support are taking place virtually with a member of school staff also present.

Children who have been accessing interventions such as counselling or mentoring will also be contacted through phone calls and a record of these conversations are kept for safeguarding purposes.



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

Where individual children need to self-isolate but the majority of their peer group remains in school, how remote education is 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 replicate where possible and appropriate the curriculum remotely.

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

Your child will be able to access remote learning via Satchel One, there will be no live lesson on offer. Work will be set in line with our school curriculum in addition to any homework tasks that will be made available to their class. The names of the pupils are shared by our Attendance Officer with teaching staff so they can ensure that work is set and shared, as close as possible to the classwork being completed in school.