



Briary Primary School

Remote education provision: information for parents



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.

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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?

In the event that we have to move to remote learning, we will provide age appropriate activities for maths, English writing, reading and phonics or spelling. In EYFS, we will provide weekly plans that provide a range of play-based learning activities linked to specific areas of the Early Years curriculum. Where possible, and if the timing of such a decision allows, we will send children home with a reading book or books; Target Your Maths books (KS2) and an exercise book. Our children have access to Oxford Owl, Purple Mash, TTRockstars and Studyzone which support learning across the curriculum as well as specific areas such as reading and times tables.

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, for PE we may direct you to physical activities more suited to solo participation or with apparatus more likely to be found in the home; in art we recognise that you may not have the same resources available to activities may be more open ended and creative; in the core subjects we will try to offer a non-screen based alternative as we know you may be balancing the needs of several children requiring access to a device at any given time.



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:

KS1	3 hours
KS2	Years 3 & 4 – 3.5 hours Years 5 & 6 – 4 hours

Accessing remote education

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

All of our materials for remote learning are available on our website: <https://www.briary.kent.sch.uk/parents/learning-from-home> We also use Purple Mash to set 2dos and for children to submit learning for feedback. We have Teams check-ins for each year group in the morning and again in the afternoon.



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:

If accessing remote learning is difficult for you, please contact us via help@briary.kent.sch.uk in the first instance.

We have been assigned 34 laptops for disadvantaged families by the Department for Education. When assigning these we consider number of devices available within the household; number of children on roll at Briary within the household and the age of those children. Laptops remain the property of the school and should remain within the family to which they are assigned. Parents/ carers and children are expected to sign an Acceptable Use Policy.

Disadvantaged families may be able to benefit from free increases to their mobile data if they're a customer of either: EE, Three, Sky Mobile, SMARTY, Tesco Mobile, and Virgin Mobile. For each request, we need to know: the name of the account holder, the number of the mobile device, the mobile network of that device (for example Three).

We have 50 30 GB data SIM cards which can enable an internet connection without using your mobile data; they have a built in 'firewall' to restrict access to websites unsuitable for children. These are available to the families of our Pupil Premium children.

If you would prefer printed materials please contact the school office on 01227 373095

If you do not have online access, learning can be submitted for feedback via the School Office or the secure post-box at the front of school. Please put it in an envelope clearly marked with the child's name and their class.

How will my child be taught remotely?

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

We use a range of approaches to teach pupils remotely. These include:

- Live, online sessions for checking in at the start and feedback at end of the day
 - Recorded teaching (e.g. Oak National Academy lessons, BBC Bitesize, CBBC TV, video/audio recordings made by teachers)
 - Printed paper packs produced by teachers or links to commercially available worksheets
 - Textbooks and reading books pupils have at home as well as access to Oxford Owl for free reading materials
 - Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, for example Pobble or Literacy Shed for the stimulus for writing
 - Longer-term project work and/or internet research activities linked to specific topic areas
- Further information about these can be accessed via our Remote Learning Action Plan



Briary
Remote-Learning-Pl:



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 very much hope that all our families will engage with our remote learning and have planned it in such a way that families can plan their day around other competing demands such as their own job, other children etc. We have check-ins at the start and end of each day which we would like children to join but also record these so that they can be accessed later if that is more convenient.

We encourage families to set aside a space, if possible, where their children are able to work quietly and to establish routines that encourage good learning behaviours e.g. having a timetable, being dressed etc.

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

In addition to our online 'check ins' via Microsoft Teams, we call (by phone) each week those families who are not accessing Teams. Children can upload learning via Purple mash and we will make contact (by phone) with families where there hasn't been any learning submitted to ensure that they are able to access learning, provide feedback and support, and give advice to help engage their child more.

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 the online check-in sessions, whole class feedback will often be given; this may be in the form of verbal feedback or written comments depending on the age of the child and/or the nature of the learning. Children will also be given success criteria to support their self-assessments and to encourage their independence.

In order that feedback is timely, we ask that families submit their children's learning frequently and regularly. Teachers will provide feedback but ask that families recognise that it is much harder to control the 'flow' of learning submitted and so feedback may come 2 or 3 days later, dependent on the task.

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:

Our Assistant Head (Inclusion) will make contact with families of children with additional needs to discuss a more individualised approach for those children. This may include interventions being delivered remotely or via differentiated tasks as appropriate to the child's needs.

Our remote learning plans for our youngest children, take a more play-based approach. Reception teachers will advise parents of key objectives that will form the focus for the week e.g. recognising numbers to 10 or balancing on a line, and discuss the children's success in meeting these during their weekly discussions.

Remote education for self-isolating pupils

Where individual pupils 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.

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

In order to ensure continuity of teaching and learning, we will ensure that *Learning from Home* by those self-isolating and those *Learning in School* will mirror one another. We will provide feedback by means of telephone from a member of staff within the Year Group team. We would not expect an unwell child to be completing learning or receiving feedback and we recognise that where adults within the household are unwell it may not be possible to supervise children's learning to the same level