

# BASTON CE PRIMARY SCHOOL

## Remote Education - Provision Statement



Baston CE Primary School understands that it has a legal duty to provide remote education for all children unable to attend school due to Coronavirus (COVID-19).

This Provision Statement 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. It is based on what worked well during initial school closures in March 2020 and on the latest Guidance from the Department for Education (January 2021). We have considered carefully what teachers can realistically deliver and what children aged between 4 and 11 years can be expected to achieve at home in the such circumstances.

### The Remote Curriculum - what is going to be taught to pupils at home?

- 1.1 There will be certain aspects of a face-to-face, in-school curriculum that are difficult to replicate remotely - from Forest School sessions to the sense of belonging to a school. However, Baston CE Primary School will endeavour to provide as close a match as possible between its live and remote curriculum.
- 1.2 It is our aim to deliver the same broad curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example: We are unable to run forest school sessions and some subjects such as DT and Art have been pared back to account for potential limited resources in the home.

### What will access to remote education look like?

- 2.1 We expect remote education (including remote teaching and independent work) will broadly take children three-four hours to complete each day. Three hours for children in KS1 and Four hours for children in KS2. This is in line with the requirements stipulated in the latest guidance from the Department for Education.
- 2.2 Remote education will be provided daily with immediate effect via the Seesaw App. All children have their own personal accounts set up and are able to access learning tasks set for them using their login details. Login details are found in the home/school log. A copy can be requested via [pupiladmin@baston.lincs.sch.uk](mailto:pupiladmin@baston.lincs.sch.uk).
- 2.3 Seesaw can be accessed on a laptop, IPad or other tablet, X-Box or other smart mobile device. Any families needing technical support of any kind - including the loan of devices or data needs must contact school via [pupiladmin@baston.lincs.sch.uk](mailto:pupiladmin@baston.lincs.sch.uk) at the earliest opportunity so that access can be made possible.

## How will my child be taught remotely?

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

- recorded teaching - recordings made by teachers. These may be supported by other recorded teaching e.g. Oak National Academy/White Rose lessons
- printed paper packs produced by teachers if required (e.g. workbooks, worksheets)
- reading books pupils have at home - including access to a virtual library
- commercially available websites and TV supporting the teaching of specific subjects or areas, including video clips or sequences e.g. CBBC, Joe Wicks, Inspire+

3.1 Curriculum tasks will be matched to pupil ability as far as is possible and made available on Seesaw each day. Curriculum tasks may change from time to time as we gather and listen to feedback from children and families, as well as develop best practice as a school.

We will provide the following:

- A **morning message** from the teacher to maintain connectivity between home and school. The **morning message** may be in video, visual or written form.
- Learning will be set for **9:00am** each morning and should take up to **three hours** to complete.
- **Video recordings of some lessons/instructions** by the class teacher uploaded to Seesaw followed by set tasks appropriate to the age of the child and their level of independence. It will not be possible to adapt all remote learning tasks to meet the individual needs of all children but we will try our very best.
- **English reading, English writing, spelling, phonics** in EYFS and Year 1, **French/Spanish** in Key Stage 2, **mathematics, times tables, science, topic, P.E, School Values** work.
- Links to **existing online videos and TV** from CBBC, Read Write Inc, White Rose Maths, BBC Bitesize, Oak Academy etc.

## Engagement and expectations

- 4.1 We ask all parents and carers to support their children in finding a quiet space in which to work with the necessary learning resources. If this is difficult we ask parents and carers to make contact with school via [pupiladmin@baston.lincs.sch.uk](mailto:pupiladmin@baston.lincs.sch.uk) at the earliest opportunity so that any possible support may be offered.
- 4.2 A daily routine can be helpful and all teachers will provide an idea as to how the day's learning may be organised. This will often be part of the morning message.
- 4.3 Pupils are expected to complete the set daily learning to the best of their ability and as independently as possible. It is an expectation that all learning activities will be attempted. Unlike the 'suggestions for home learning' provided during the school closure period (March to June/July 2020), learning activities set by teachers remotely are to be completed in full – or as much as possible within the time suggested. Learning activities are not optional. They are not provided to occupy a child who is absent due to coronavirus, but to continue their sequence of learning so that when

they return to school, they have kept up with the other children and with the curriculum.

- 4.4 Pupils' engagement with remote education is checked on a daily basis via Seesaw. If the level of engagement becomes a concern, Parents and Carers will be contacted via telephone by the class teacher in the first instance and thereafter the headteacher.

### Assessment and feedback

Assessment and 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:

- Pupils' work will be assessed either in verbally recorded or written form. This feedback will be given via Seesaw.
- Pupils will receive feedback on their work at the earliest opportunity of the teacher. Some teachers may be teaching in school on certain days, which may cause delays to marking.
- Not all activities that are uploaded will be commented on. Feedback may be specific to individuals or generalised to groups or the whole class if common misconceptions have been found.
- Where next steps comments are given pupils are expected to address them. When uploaded work is returned unapproved by teachers, children are expected to make improvements before re-submitting it.

### Additional support for SEND pupils

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 will keep in regular contact with families of children with SEND to ensure access to remote education is as effective as it can be.
- Remote education tasks will be tailored to the individual needs of the children as far as possible.
- Children with an Education Health Care Plan (EHCP) are eligible to attend school.

### Remote education for self-isolating pupils

- 7.1 Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education will continue to be set. However, if a child self-isolating experiences symptoms or becomes unwell in any other way they are not required to complete remote education.