

### Remote education provision: information for parents

Bishop Martin CE Primary

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?

We have Microsoft Teams lessons for all Reception to Y6. We use Seesaw (Y1-6) and Tapestry (Reception) to share and upload activities.

#### 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.

#### 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:

Reception	8.45 – 9.15am Handwriting 9.15 – 10.15am Read Write Inc Phonics 10.15 – 10.30am Collective Worship
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	<p>10.45 – 11.45am Maths</p> <p>1.15pm English</p> <p>2.30pm – 3.30pm The Inspire Hour including PE activity</p> <p><i>Total – 4.50 hours</i></p>
Key Stage 1	<p>8.45 – 9.15am Calculations</p> <p>9.15 – 10.15am Maths, English</p> <p>10.15 – 10.30am Collective Worship</p> <p>10.45 – 11.45am Maths, English</p> <p>11.45 – 12pm Read Write Inc Phonics</p> <p>1– 1.15pm Handwriting and Spelling</p> <p>1.15pm-2pm Inspire Curriculum Lesson e.g. Art, PSHE, Science, Music</p> <p>2.30pm – 3.30pm The Inspire Hour including PE activity</p> <p><i>Total – 4.75 hours</i></p>
Key Stage 2	<p>8.45 – 9.15am Calculations</p> <p>9.15 – 10.15am Maths or English</p> <p>10.15 – 10.30am Collective Worship</p> <p>10.45 – 11.45am Maths or English</p> <p>1– 1.15pm Handwriting and Spelling</p> <p>1.15pm Inspire Curriculum Lesson e.g. Art, PSHE, Science, In Harmony (Music)</p> <p>2.30 – 3.30pm The Inspire Hour including PE activity</p> <p><i>Total – 4.75 hours</i></p>

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

Microsoft Teams for Live Lessons

Seesaw (Y1 – Y6) or Tapestry for Reception

Maths – Mathseeds (Reception), Numbots (Y1 and Y2), Timestable Rockstars (Y2 - Y6) MyMaths (Y1 – y6)

Spelling Shed for spellings (Y1 – Y6)

Readtheory for reading comprehension (Y3 – Y6) Reading Eggs (Y1 and R)

myOn for setting online reading books suited to reading level and curriculum focus

Language Angels for French (Y1 – Y6)

We provide devices for pupils who require them.

**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 can lend laptops to pupils who do not have a device to access remote learning on.

We also have MiFis to issue to families via Vodafone if needed.

Please contact [remotelearning.bishopmartin@ldst.org.uk](mailto:remotelearning.bishopmartin@ldst.org.uk) if families require a laptop or support with internet access.

We expect all pupils to access live lessons on Microsoft Teams (R to Y6) and work online and submit their work online via Seesaw (Y1 – Y6) and Tapestry (EYFS).

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

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

Some examples of remote teaching approaches:

- live teaching (online lessons) led by Bishop Martin teachers and teaching assistants for 1:1 lessons
- recorded teaching (e.g. video/audio recordings made by BM teachers, Oak National Academy lessons and BBC bitesize lessons)
- each child has a remote learning wallet at home which includes a Maths, English, Inspire Curriculum and sketch books, 2 x pencils, red pen, small white board, dry wipe pen, ruler, rubber and sharpener.
- commercially available websites (Read, Write, Inc for phonics R, Y1 and Y2) and apps supporting the teaching of specific subjects or areas, including video clips or sequences – these are linked into Seesaw and Tapestry where possible. Apps include TT Rockstars, Spelling Shed, Readtheory (Y2 – Y6), MyMaths (Y1 – Y6), Numbots (Y1 and 2), Reading Eggs (Y1 and R), Maths Seeds (R)

#### 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 engage daily with remote learning.
- We expect parental support, for example, setting routines to support your child's education e.g. starting calculations at 8.45am and first live lesson 9.15am, make sure children go to bed on time, are appropriately dressed for lesson etc.
- We expect parents to contact school if they are not well and can't make a lesson.

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

- We check pupils' engagement with remote education for each lesson.
- If a child is not in a lesson, it is recorded centrally and a phone call / text informs parents and carers. SLT oversee daily engagement and home visits are made when appropriate. Technical support is provided by school and our technical support provider – 'Little IT'

**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:

- We assess and feedback on pupils' work through Seesaw and Tapestry. Following our marking and feedback policy we highlight in pink and green and provide individual comments. Children can edit and respond to the comment. The policy is exactly the same policy that we follow on the school site.
- Pupils will receive daily feedback. Children can be invited back to rejoin a session to discuss 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:

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In this section, please set out briefly:

- Lessons and tasks are differentiated. Teachers continue to stay online after an input in a lesson to support those who would benefit from additional support. Additional resources are supplied for those who need them e.g. number line, fact grid
- 1:1 sessions are provided for phonics and reading when appropriate. These are timetabled weekly.

**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?**

A child who is self isolating and well enough to take part in lessons is expected to join into our remote learning curriculum. There is no difference in the approach.