



# **Broughton Primary**

## **Remote Education**

Date Created or Amended: January 2020  
September 2023

Date of next review: September 2026

# Introduction

This information is intended to provide clarity and transparency to pupils and parents about what to expect from remote education if restrictions require pupils to remain at home.

## The Remote Curriculum – What is Taught To Pupils At Home

A pupil's first day of being educated remotely might look different from our standard approach while we take the necessary actions to prepare for a longer period of remote teaching.

### What To Expect On the First Day

We aim to provide at least an English and Maths lesson for the first day. This may not require direct teaching, but will be more likely to be a revision of prior learning to enable us time to prepare for longer-term remote teaching. Work will be distributed and submitted using our Google Classroom system.

### What To Expect On Subsequent Days

Wherever possible and/or appropriate, children will be following the same curriculum that they would have followed in school. However, we may need to make some adaptations in some subjects. For example, some activities may not translate easily into online versions or physical resources we would have used in school may not be available at home. Our staff will work hard to try to make sure that the same types of activities are being provided as they would have done if school had not closed. We plan to ensure that all curriculum subjects will be covered.

## Study Time Each Day

Whilst we know how long we would expect children in school to spend on a lesson, we recognise that these timings are not absolute when learning remotely and that circumstances at home will influence this. The lessons we plan aim to meet the DFE's requirement of 3 hours for KS1 pupils and 4 hours for KS2 pupils.

## Accessing Remote Education

The school website is the portal through which all children should approach their remote learning. From here, all children will access their remote lessons via Microsoft Teams. Each child has an individual login which takes them to the materials provided by their teacher. Alongside this, children will use the weblinks section of the website to access other platforms such as: TT Rock Stars or Lexia.

Any parents that do not have online access or a device at home are able to contact the school office where we will create a bespoke solution for their circumstances. The school has a limited number of devices which can be loaned to pupils.

## The Structure Of Remote Learning

We will use a range of approaches to ensure that remote learning is both accessible and engaging for all pupils.

Below are some examples of remote teaching approaches used:

1. Recorded video or audio lesson inputs or tutorials – these will predominately be created by school staff so that they are tailored to our curriculum, but may occasionally be from other reputable sources.
2. Links to websites which have been carefully selected by staff to support teaching.
3. Digitised resources such as worksheets, instructions, presentations, pictures or photographs.
4. Pupil work can be created and submitted digitally within the Google Classroom environment.
5. We will provide physical workbooks (available from the school office) as we recognise that some children may prefer to work on paper. This can be photographed and submitted via Microsoft Teams.

6. Weekly pre-bookable virtual meeting appointments with a member of staff from the pupil's year group. These are designed to allow pupils, on a one-to-one basis, to discuss their well-being as well as any academic issues related to their remote learning.
7. Weekly group meetings for the whole year group to meet up in a more informal environment.

We have chosen not to teach live lessons as we know that many families will be sharing devices or balancing their own work commitments around those of their child(ren). This means that the lessons can be accessed at any time and therefore provides maximum flexibility for everyone.

The nature of pre-recorded lesson inputs also means that pupils are able to pause and rewind during the lesson as well as having the opportunity to revisit and consolidate prior learning if required.

## Engagement And Feedback

We expect all children to engage with the lessons set. Whilst we understand that home education is challenging, it is really important that the children undertake as many of the activities as they can. We are aware, however, that most parents are not trained teachers so please do not create unnecessary pressure at home and do ask for help if and when it is needed.

As mentioned above, we have designed our lessons with flexibility in mind around the varied time constraints at home. We do not require that all work is submitted on the day that it is set. Work can be caught-up with on subsequent days if appropriate.

School staff will contact any families where work is not being regularly submitted to see how we can help.

On a daily basis, staff will review all submitted work. Children's engagement is automatically recorded within Microsoft Teams.

Feedback can take many forms and may not always mean extensive written comments for individual children. We will provide feedback via the Microsoft Teams environment. This may take the form of:

- A personalised response from a member of the teaching staff;
- An automated response from a teacher designed online quiz;
- The weekly online video meeting discussion; or
- Whole class feedback.

## Additional Support

Whilst we have designed our systems and the work within them to be as accessible as possible to all, we recognise that some pupils, for example those 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 to support those pupils. We ask that any family in these circumstances makes contact with the class teacher via the School Office or a private message on Microsoft Teams. We will then, with the advice of the SENDCo formulate a solution which may involve:

- Personalised work;
- More regular video meetings;
- Video meetings with other professionals (for example, the speech therapist); or
- Video (or in-person, where practical) meetings with the school counsellor.

## Remote Education Of Individual Pupils

There will be some situations where an individual pupil is unable to be educated alongside their peers. Where the majority of their peers remain in school, remote learning will be as described, but we may need to modify the provision proportionate to the circumstances.



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