

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.

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 initial two days of remote learning will be different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. For the first two days of learning, parents will be emailed a Word document setting out a range of learning activities.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Please see the table below which sets out what parents can expect to be delivered in the different scenarios of isolation or partial/full school closure.

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?

Yes, the teachers will plan remote learning in line with, as much as possible, the learning that would have been planned and taught if the class/year group/school had been open.

The content will be a well-planned and well-sequenced curriculum so that knowledge and skills are built incrementally.

However, we have needed to make some adaptations in some subjects. For example, the PE curriculum will be more limited, as will Design Technology and Computing. Whilst teachers will plan elements of these subjects, they will be mindful of access to necessary resources and shared resources for those learning in school.

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.

Please see the table below for the remote learning offer made to pupils in this event.



	Scenario	School offer
1	A child has to isolate for a period of time when they are waiting for a household test (usually between 24 – 72 hours)	Parents will be directed to the school website at https://www.newbridge.bathnes.sch.uk/daily-learning Here, all of the Daily Learning plans, issued from 23 rd March 2020, are available. Parents can choose any days to follow, for their child’s current year group. The learning on the Daily Learning Plans will not link with the learning being taught in class, however there will be a good range of English and Maths activities available which will be appropriate. Teachers will be in class teaching and therefore individual feedback will not be possible during these days.
2	A child has to isolate for 10 - 14 days, for example, through being asked to isolate for 10 days through ‘track and trace’	As above, in Scenario 1. And Teachers will provide their weekly timetable with a brief overview of the learning objectives. And The teacher will phone the family once per week, from school, to ask about completion of learning and have a general well-being check in.
3	A year group and direct contacts, including the teacher, has to isolate after instruction from Public Health	All learning will be via Google Classroom. The first two days will have been pre-prepared by teachers and will be stand-alone activities; not linked to the current class teaching. From Day 3, learning will be in line with the planned curriculum. This will include set learning activities, pre-recorded messages/ activities, access to E books, etc. A typical day will include three lessons/activities, plus instruction to read, complete phonics and practise times tables, etc.
4	The school is asked to close for a local/national lockdown	Teachers will upload learning to Google Classroom, as above.

- The above approach may need to be adapted subject to the health of school staff and if the school is required to provide on-site lessons for keyworkers
- We recognise that some children with SEND may not be able to access remote education without adult support. These children will be contacted by the class teacher and/or SENDCo to work with the families to offer a broad and engaging home learning experience.
- If a child is absent for general illness (e.g. a cold) they are not expected to complete home learning. These children should be resting and recovering ready to return to school when they are well.

Remote teaching and study time each day

How long can I expect learning set by the school to take my child each day?

In line with government expectations, we expect that remote education will take pupils broadly three to four hours each day:

For children in EYFS, learning will be more effective in shorter timed sessions, equating to 2.5 hours to 3 hours per day.

For children in Year 1 and 2, three hours will be adequate.

For children in Year 3 to 6, four hours a day will be adequate.

Accessing remote education

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

Newbridge Primary School will use G-Suite for Education. Pupils will use their personalised G-Suite account to access and complete set learning and communicate with their teacher. This account can be accessed by any device families have available for use. The account remains a school controlled account.

The link below will take you to a PowerPoint which details how to log on and use Google Classroom, within G-Suite for Education, for your child.

<https://www.newbridge.bathnes.sch.uk/remote-learning>

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 will loan DfE laptops to children who may have limited access to devices. Initially the DfE laptops will be allocated to pupils who are eligible to FSM by benefit in Years 3 to 6.

After the first round of allocation, we will take advice from class teachers and other known information to make a second allocation.

Initially, before devices are available, resources in the form of learning packs will be prepared and delivered or posted to families. These may include learning sheets and copies of resources available on Google Classroom.

For those children with identified special educational needs, learning packs will continue to be prepared and delivered, as required and in communication with parents.

Families are able to photograph completed learning and email this to the school inbox if they are not able to upload it to Google Classroom.

How will my child be taught remotely?

Through the use of detailed daily PowerPoints, which are uploaded to Google Classroom, we will provide daily learning opportunities for English, Maths and foundation subjects, as guided by the relevant Curriculum Framework. These will be planned by the class teacher.

The PowerPoints will provide relevant videos and audio prepared by the class teacher to explain teaching concepts and expectations for the lesson.

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?

All pupils are expected to engage daily and we ask that parents take a part in overseeing the learning provided. We understand that younger children will require more support and therefore learning activities will follow a similar sequence and expectation each day, so that this is familiar to the pupil and adult.

We recommend that your family, as much as is possible, establishes a routine each day to support learning, work and any other commitments.

We also appreciate that parents will be working and are mindful of the demands on families. We encourage parents to contact the class teacher or senior leaders by telephone or email to discuss concerns.

The class teacher will be available online to answer any queries and support with teaching methods and concepts. The teacher will also make telephone contact as necessary.

Technical support will be available via the Google Classroom administrator. Parents can contact the school office to speak to her.

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

Class teachers will monitor the daily engagement of pupils in Google Classroom and other learning tasks.

Class teachers will collate this information and upload it weekly for the attention of the Headteacher.

Class teachers will contact families when there has been no engagement to understand what support may be offered.

If lack of engagement continues, the Headteacher and Deputy Headteacher will make contact with families by telephone.

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 the following day, via audio, is also valid and effective.

All pupils will be expected to submit one piece of learning per day for feedback from the class teacher. The piece of learning to be submitted will be identified on the PowerPoint each day. All other learning can be submitted by uploading attachments to the assignment folder.

Class teachers will observe which learning tasks have been submitted and sometimes prepare feedback for other learning tasks that have been submitted.

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.

The Special Educational Needs Coordinator will make at least weekly contact with all families with pupils with EHCPs. However, some pupils with EHCPs may be attending school.

The SENDCo will oversee the named one to one adults who support pupils with EHCPs and devise a plan for what will be prepared for each pupil and how they will best be supported. This could be in the form of learning materials prepared for the family, advice and resources from external services e.g. Speech and Language Services and telephone calls to the family. The class teacher has responsibility for the pupils in their class and will liaise with the SENDCo to offer the most appropriate support.