

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 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?

Class teachers or members of the leadership team will be in touch to see how things are going at home. We will provide a set of learning objectives (that relate to your child's outcomes) and guidance on how you can do these at home.

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?

During remote education, your child will be focussing primarily on their outcomes (the priority areas of learning agreed during your child's last EHCP meeting). Your child's teacher will have created a programme of learning for your child involving 2-4 of these outcomes, based on the amount of time they are spending in or out of school and the complexity of the outcome. During weekly phone calls, families should explain how they and their child are progressing with remote learning and request additional help, support and guidance where appropriate.

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:

Key Stage 1	The minimum that families can expect their home learning to take is 3 hours.
Key Stage 2	The minimum that families can expect their home learning to take is 4 hours.
Key Stage 3 and 4	The minimum that families can expect their home learning to take is 5 hours.

Accessing remote education

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

Class teachers send home remote learning packs home at the beginning of each term, including the resources that the family are likely to need. This will be done primarily via Parent Mail but some teachers have been in contact with families via email, too.

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:

For the most part, teachers will plan learning so that families do not require access to a device in order to complete it. If a child's home learning programme stipulates the use of certain resources, these will be provided to the family. In the event that families do require access to a device, they should contact school who will be able to come to an arrangement for the short-term loan of a device.

How will my child be taught remotely?

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

Primarily, families will be supporting their child independently in the home setting. However, at different points classes may offer a combination of the following:

- live video conversations
- recorded teaching
- printed paper packs produced by teachers
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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?

In this section, please set out briefly:

We understand that due to the very specific needs of the children at Bardwell School, families will be working in very unique and specific ways in their home setting. We will be in regular contact with families to ensure that they feel they are in a position to offer the best remote learning that they are able to during their child's time out of school.

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

We will contact families on a weekly basis via telephone. Families should contact us immediately with any issues that arise.

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 have a process for tracking and assessing each child's progress towards their outcomes in the home setting. Updates on progress will be communicated via weekly phone calls.

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 school team is on hand to offer advice and guidance to families on request. We are able to create resources for children for use in the home setting. We are working hard to maintain the support that other professionals provide within school, including completing physio sessions via video link.

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?

They will continue to follow their agreed outcomes-focussed home learning, as outlined above.