



## **Boston Pioneers Academy 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 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 of pupils being sent home?**

Staff will share the expectations for remote learning and the timetable via WEDUC (Our communication APP). For the initial day of remote learning, staff may post tasks via WEDUC for children to complete whilst staff prepare for the longer period of remote learning. Children who are unable to access remote learning due to a lack of a suitable device will be provided with a school device through a loan agreement. Support with wifi connectivity will be provided via data cards or wifi codes where there is no home access.

### **Following the first day of remote education, will my child be taught broadly the same curriculum as they would if they were in school?**

We aim to teach the same curriculum remotely as we do in school. Packs with physical learning resources will be available for parents to collect in EYFS and Year 1 where the tasks set require this. Basic equipment such as scissors, glue, blank exercise books and pencils will be provided upon request for all pupils.

## 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:

|                 |  |
|-----------------|--|
| EYFS            | <p>Minimum 3 hours a day:</p> <p>Reception will be taught through a blend of live inputs, recorded inputs and independent work.</p> <p>There will be a live registration and Storytime at the start of each day.</p> <p>Following on from this, there will be a daily phonics session, daily literacy session, daily maths session and a daily topic session which are all pre-recorded in order that parents / carers can work through these at their own pace.</p> <p>Reception will access learning via the Tapestry app, although the pre-recorded sessions will also be posted on the school website on a weekly basis.</p>   |
| Key Stage 1 & 2 | <p>Minimum 4 hours a day:</p> <p>Live Lessons on TEAMS will run from 8:45 – 12:15 daily.</p> <p>The day will start with registration.</p> <p>Following registration, the 'live' morning will include:</p> <ul style="list-style-type: none"><li>A spelling lesson or pre-recorded phonics session (According to stage of development)</li><li>A literacy lesson</li><li>A maths lesson</li><li>A guided reading lesson</li></ul> <p>During each lesson, the teacher will provide an input and model the task or tasks for the children to then complete independently.</p> <p>The teacher will remain online (session will remain 'live' for children to access support during the independent task section of the lesson).</p> <p>Children experiencing difficulties are directed to add a message into the chat facility which is monitored throughout.</p> <p>Across the morning, there will be dedicated breaks, where children will be encouraged to move away from the screen.</p> <p>Afternoon work will be explained either directly before lunch or straight afterwards (Live session). However, the follow up task / tasks are expected to be completed independently.</p> <p>The teacher will end the live session after the afternoon input.</p> <p>Work from both live and independent sessions is sent to/from the teacher via the SEESAW App.</p> |

## **Accessing remote education**

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

Pupils will complete the majority of lesson inputs through Microsoft Teams. However, activities/independent learning will be set through Seesaw & WEDUC (Tapestry for EYFS).

Please see Parent's Guide to Microsoft Teams – sent out to all parents through WEDUC and also available to download on the school website.

You should have already received your child's individual logons for TEAMS and Seesaw via their class teacher. However, should you experience any difficulties please contact the school office who will be happy to assist you.

### **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 pupils without sufficient devices at home, they can apply to the school to lend them a device. Parents/Carers will be required to complete a loan agreement with the school and will be responsible for the security of the device whilst it is being borrowed. The devices will remain the property of the school throughout.

The number of devices available for loan is limited so please call the office prior to arriving to collect one in order that we can prepare one for you should stocks allow.

We are able to provide prepaid data sim cards or BT WIFI hotspot codes to enable WiFi access to homes that do not have access to the internet. Please make us aware if this issue affects you.

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

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

Some examples of our remote teaching approaches:

- Microsoft Teams live teaching (online lesson inputs)
- Recorded teaching (e.g. Ruth Miskin phonics, National Oak Academy, PE with Joe Wicks, video/audio recordings made by our teachers, etc.)
- Online reading books are accessible via their personal login for: ReadOn MyOn (This links to our Star Reader programme)
- Resource packs may be for particular year groups / pupils.
- Tapestry/SeeSaw/WEDUC app. for accessing activities sent by the teacher.
- We run a bespoke remote learning programme for EAL pupils whose stage of language development means that they are unable to access our normal remote learning offer. This is focused around supporting their English language skills and is designed for pupils with less than 12 months of exposure to the English language (New language learners).

## **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?**

It is our expectation that all children access remote learning if directed to do so unless they are unwell. We would ask parents to support their children to access live teaching wherever possible during the hours outlined for each year group.

If children are not able to access this, in real time, we would ask parents to establish a timetable that allows their children to access the session materials sent out via WEDUC/Tapestry / Seesaw.

It is not acceptable for children not to access learning. Every morning a remote learning register will be taken and any children not reporting for live learning will be contacted by school to see what support is required in order to get each child learning online.

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

We will take a register every day so that we are aware of who is accessing the live sessions.

We will also check daily, that the work that children have completed is upload onto Seesaw or Tapestry.

If we cannot see the evidence that children are accessing the learning, we will call you to see what further support we are able to give.

Should no contact be made, home visits will be undertaken to discuss our concerns.

## **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 will feedback to children within lessons on Microsoft Teams (Verbally)
- We will also feedback to the work children submit on Tapestry and Seesaw.
- We endeavour to feedback to all work submitted within 24 hours (Term time, Monday-Friday during directed time).

## **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:

- As we would in school, we will provide differentiated work in order to meet the needs of all pupils with SEND.
- Where appropriate we will provide physical resources to support SEND children in effectively learning at home
- Pupils with an EHCP will receive a bespoke remote learning programme based on their individual needs which will be delivered by their named person via TEAMS. The Academy's SENDCo will contact the parents / carers of all such children to agree a programme of support within the first 48 hours of the order to learn remotely being given.

## **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?**

When schools are operating face-to-face teaching and individual pupils/families are forced to self-isolate, we will provide work on SeeSaw/Tapestry which aligns to the curriculum being taught in school. In this way, we will aim to ensure that gaps in knowledge are minimised. However, live lessons will not be provided for individuals who are self-isolating unless they have an EHCP.