

Benyon Primary School



**Remote Education Provision:
Information for Parents
January 2021**



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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. Tasks will be set on TEAMS and the other learning platforms familiar to the children. On subsequent days, live lessons and a set timetable will be followed, in line with our usual curriculum.

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

In the event of bubble closures, we will write to parents and provide information with the expectations for online learning and times for live sessions. Children have ongoing access to Purple Mash, Times Tables Rock Stars (TTRS), Reading Pro (Y2-6), Oxford Owl, SATS companion (Y5/6), Mirodo (Y3/4) and EdShed, all of which can be logged onto immediately. Login details are inside the front cover of your child's reading record. *If log in details have been mislaid please contact the school office.* Further information and timetables for individual year groups can be found on the school website on the Class Page.

Thereafter, work will be set and marked daily, linked to the work that the rest of the class are doing in school. This work will be uploaded onto their Microsoft Teams Class Page. Live lessons will be delivered via Microsoft Teams. All pupils from Reception to Year 6 have a Microsoft Teams login.

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 will continue to teach the same curriculum as we do in school as much as possible and as appropriate. Termly curriculum letters are shared with parents so they are aware of what is being covered in each subject area, whether that be in school or through remote learning. However we may need to make some adaptations in some subjects. For example, PE may be a more generic focus to support pupils to be active as opposed to learning 'rules' of games. Yoga and PE with Joe may also be used to support physical



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activity at home. Some subjects will be supported by additional resources such as Oak Academy and BBC Bitesize to enhance the remote support.

Work will be set day by day and it is expected that all pupils complete the work. We are aware that parents are working from home and siblings are sharing devices and we will provide flexibility around this so all tasks will be live for the week allowing tasks to be completed at times which may be more convenient. We encourage as much engagement in the live lessons as possible but again we fully understand the timings may clash with working from home or other family commitments. During the live lessons, teachers will explain where the work has been set and show pupils how to access the assignments each day if needed.

We understand that some pupils prefer to write their work on paper and therefore we request that you take photos of any hand written pieces of work and then submit these on Teams via the assignment attachment option in the first instance. If you have trouble with this then please email into admin.bps@catrust.org.uk

In addition, we set regular competitions and well-being activities which can be completed by the children and their families. These may have a curriculum focus, such as the 'Science Selfie' competition or may be part of a wider community competition such as Thurrock's School Sport Partnership tasks. This is to encourage a balance of practical, fun and unique activities to enthuse and engage pupils and to ensure time is given to learning away from the 'screen'. Competitions and well-being activities are posted both in the class Team pages and on Twitter.

We teach the same curriculum remotely as we do in school with adjustments made to suit the platforms being used. Activities are planned so that there is a balance between screen time and creative tasks to ensure that a variety of learning styles are catered for.

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

Our expectation is that students will continue to work, mostly, in accordance with their school timetable. The exception is our EYFS provision which would usually incorporate a large time spent learning through play and the outside environment. All year groups from Year 1 to Year 6 will receive 1 live English lesson, 1 live Maths lesson and 1 live Foundation subject lesson. Reception will also receive 3 live lessons – phonics, maths and storytime. Nursery can access a pre-recorded story session each day via Tapestry. The expectations for the number of hours of remoted provision are at least in-line with DFE Guidance.

EYFS	<i>Example day for EYFS</i>	
Nursery	9.00	Cosmic Yoga/Physical Activity
	9.30	Practical themed activities set via Tapestry



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Reception	10.50	Phonics live lesson
	11.10	Continue with practical themed activities
	11.50	Reading
	12.10	Lunch
	1.10	Maths live lesson
	1.30	Purple Mash or set tasks from live lessons
	3.30	Storytime live lesson
Key Stage 1 Year 1 and Year 2	<i>Example day for KS1</i>	
	9.00	Reading
	9.30	Purple Mash tasks
	10.00	Spelling Shed tasks
	10.30	English live lesson
	10.50	Break
	11.05	Complete English work from live lesson
	11.35	Phonics Play activity
	12.00	Lunch
	12.50	Maths live lesson
	1.10	Complete Maths work from live lesson/Maths Shed
	2.10	Foundation live lesson
	2.30	Complete Foundation work from live lesson
Key Stage 2 LKS2 (Y3 & Y4) UKS2 (Y5 & Y6)	<i>Example day for KS2</i>	
	8.50	English live lesson
	9.10	Complete English work from live lesson
	9.50	Spelling Shed tasks/Complete Foundation work
	10.40	Break
	11.10	Maths live lesson
	11.30	Complete Maths work from live lesson/Maths Shed
	12.30	Lunch
	1.10	Reading Pro/Guided reading
	1.40	Purple Mash/Blog
	2.00	SATs companion
	3.10	Foundation live lesson

If parents need support/ advice for the completion of work, please contact your child's teacher via the office (01708 853200 during office hours or email

admin.bps@catrust.org.uk



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Accessing remote education

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

Our main platform will be Microsoft Teams. All children have access to this via their unique login and are expected to join lessons here.

On Microsoft Teams, they will find a Team that has been created for each of their classes. It is through these Teams that the lessons will be delivered, live, by their class teacher, at least three times each day. Resources will also be uploaded to the class Team for access outside of the live lesson times. Children will have access to onenote where they can complete their work for the teacher to mark.

Children also have access to:

- Tapestry (Nursery & Reception) <https://tapestryjournal.com/>
- EYFS Home (Nursery & Reception) <https://www.eyfshome.com/>
- Purple Mash, <https://www.purplemash.com/sch/benyon>
- Times Tables Rock Stars (TTRS), <https://trockstars.com/>
- Reading Pro (Y2-6), <https://educator-slz03.scholasticlearningzone.com/slz-portal/#/login3/GBR8W4C>
- Oxford Owl, <https://www.oxfordowl.co.uk/>
- SATS Companion(Y5/6), <https://satscompanion.com/>
- Mirodo (Y3/4) <https://mirodoeducation.com/>
- Spelling Shed <https://www.spellingshed.com/en-gb/>
- Maths Shed <https://www.mathshed.com/en-gb/>
- Twitter - @BenyonPS and @BenyonPE. Each teacher and many support staff have a Twitter account which is used to celebrate the work that has been completed on other platforms. Competitions and challenges are also posted here as an extension of the wider curriculum.
- School Website – Each year group has a class page where achievements and work can be shared.
- Weekly celebration assemblies provide an opportunity for the whole school to come together and remain connected. During these assemblies' attendance at lessons and completion of work are recognise reinforcing the school's motto 'Perseverance Brings Success.'

All of these platforms, can be accessed by a web browser (e.g. Google Chrome or Microsoft Edge). The main ones we use can be accessed via a laptop, computer, tablet and phone.

If my child does not have digital or online access at home, how will you support them to access remote education?

Benyon Primary recognises that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:



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Parents/carers can request a laptop by emailing the school at admin.bps@catrust.org.uk
Laptop allocation is dependent on the number of devices available

In order to support parent/carers, the school has a limited supply of SIM cards to help access the internet courtesy of Vodafone. The school is also able to support by issuing Free BT WIFI codes. Both can be requested by emailing the school at admin.bps@catrust.org.uk

If pupils are struggling to access online, printed packs can be made up and collected from the school office. These can be requested to the teacher or via admin.bps@catrust.org.uk

If pupils are unable to access the online portals, parents/carers can take a picture of their work and send to Admin.BPS@catrust.org.uk. If they are unable to send in pictures, parents/carers can drop the pupils completed work to the school office.

How will my child be taught remotely?

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

Live lessons are an opportunity for the class to meet, check in and for instructions to be given/ queries addressed. These sessions are important for all to be clear about the expectations for each part of the day, where assignments can be found and which links will be available.

There are a minimum of three live lessons each day, for years Reception to Year 6. These include an English, Maths and a foundation subject (Science, Humanities, RE, Art and PSHE) or Phonics, Maths and Storytime for Reception. Some sessions may be recorded and available on Teams or Tapestry (EYFS)

Tasks are set following the lessons via OneNote, links to these appear in the class Team chat. Tasks for Reception are set via the Tapestry online learning journal. Tasks can be completed electronically within the OneNote app or photos of the work may be uploaded. Work is differentiated where necessary in order to meet the needs of all pupils.

Links are provided to support learning away from the live lessons and may include online/video tutorials, pre-recorded sessions by the teacher and further resources (BBC Bitesize, Literacy Shed, White Rose Maths, suitable YouTube clips). A daily PE challenge is also included.

Additional support and resources are available for children with additional needs. These may take the form of a resource pack, support from 1:1 adult within lessons or explanation of tasks. Different work and challenges being set on through the learning platforms taking account of a child's IEP or EHCP should they have one.

Please find year group timetables within the class page here:
<https://www.benyonprimaryschool.org.uk/class-pages/>



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?

Teams lessons are taught in class-size sessions allowing the teacher to ask for student contributions, provide instruction for upcoming activities and direction. Where possible, it is expected pupils attend all live lessons to be able to engage with the set activities/ assignments each day.

Teams assignments, online quizzes and polls will also be used to provide feedback to pupils.

Parents are encouraged to support their child/ren as they participate in live lessons and with their follow up assignments. Some children will need support when uploading completed assignments.

If your child is unable to access the internet or has any technical issues with the remote teaching platforms, it is expectation that work packs are collected. It is expected that work is returned, or contact is made daily by emailing in evidence of the work completed by the children.

Communicate any concerns with the school so they can be addressed in a timely manner.

We ask parents, to encourage their child to ask staff for help if they need it. If a parent has a query or comment, please email via the school office.

Parent workshops will be led termly which focus on the key skills and offer structure and guidance for parents to support their child. Additional support can be found in the calculation policy (see website) and from the Year Group Termly Curriculum Letters.

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

Children's engagement with learning is checked daily. Registers are taken for every live session by support staff while teachers deliver the lesson. Teachers will make calls home if they are concerned with the engagement of a pupil. Paper packs are offered if parents/carers are struggling with remote learning. However, if concerns continue, pupils are referred to SLT who may make a home visit.

Daily tracking sheets are completed by year group staff which indicates those pupils who have been online to access live lessons, handed in work, accessed set tasks on online platforms or completed paper packs discussed on the phone with class teacher or pastoral/support staff.

Regular contact will be made with families to ensure the wellbeing of both children and adults. During this time, children's engagement with remote learning will be discussed as



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well as further support that could be put in place. Particularly for younger pupils, it may be that families need extra support when accessing our curriculum from home.

Pastoral support is given to families in need by the Pastoral Support Worker, SENDCO and referral to the Mental Health Support Team.

Prent Consultations will go ahead via TEAMS. Each child will be allocated a time and for teachers to feedback about progress, engagement and well-being. This approach will make the transaction back to school smoother and ensure any concern can be addressed and the appropriate support given.

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/tasks marked automatically via the digital platforms TTRS, Reading Pro, Spelling Shed, Maths Shed, SATs Companion and Mirodo where used. Our approach to feeding back on pupil work is as follows:

Teachers will continue to assess engagement and progress of children during distance learning. Through engagement trackers, teachers will be able to assess which children are completing tasks and then address the issues behind why children are not engaging. It may be that children are struggling with the difficulty of what is being taught, in which case teachers can adapt the tasks being set for certain children (especially those with SEN).

Once pupils work is handed in this will receive feedback from the class teacher. Feedback may be in written form, use of codes and some feedback will be given via 'voice note'.

When paper packs are dropped back to the school, this work will be marked by the teacher. Work emailed into the school, will be acknowledged, and responded to by the class teacher via the admin account.

Uploaded activities are acknowledged and feedback is provided as appropriate. Further challenge may be given to improve as necessary.

If a child asks for help, they will be responded to and given support.

Teachers will use the work children complete collectively to inform next steps for their teaching.

Work is celebrated within the class Team and on Twitter, to acknowledge effort and great work.



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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:

- The amount of work required and the types of task set are adapted to suit the age/stage of the children.
- If children are able to access online activities they will be encouraged to join in with their peers.
- They will have teaching assistant available to talk the work through where appropriate.
- Small group and 1:1 support, where appropriate, online.
- Parents can gain advice from staff (including SENCo), if they need support.
- Where children have complex needs and cannot engage at all online, children will attend school, if they are not isolating.
- Teacher concerns are passed onto SLT and any changes needed to provision are made
- Meetings with outside agencies are facilitated through TEAMS or via a phone call
- SENCo has regular contact with SEND families by telephone
- Resources sent home that are needed to support the curriculum
- The school offers places in the provision at school if it is felt a child is struggling to engage at home or is presenting as vulnerable.

The points above are not a checklist, nor exhaustive and may be combined or added to depending on the needs of the child.

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. However, children can still access the range of learning platforms available to them.



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If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

For the first day, there will be a bank of work ready for your child to complete to consolidate key skills. Thereafter, work will be set and marked daily, on their Microsoft Teams Class page linked to the work that the rest of the class are doing in school. Please ensure this is completed every day of your child's isolation – as long as they are well enough to do so. In these circumstances due to teachers duties within school at this time it will not be possible for teachers to pre-record lessons or detailed explanations of work set.