



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?

At Best Futures School our first action will be to send bespoke educational packs to the pupil's home. Pupils will also be able to access education through the Dojo secure online educational platform and google classroom with full access to our remote learning plan.

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 teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may make some adaptations in some subjects. For example, our enrichment program differs somewhat due to the nature of these activities.

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:

3 hours a day, on average, across the school co-hort, with less for younger children who are working at EYFS.

Key Stage 2 4 hours a day.

Accessing remote education

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

The pupils at Best Futures access remote education through two main platforms this is class dojo and google classroom. The dojo system is used as our primary place for communication with staff, pupils and parent/carers for all areas that concern education. Google classroom is used as an alternative platform for pupils, parents and carers. Various website/resources are shared with pupils, parents and carers in line with our remote learning plan.

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:

If you require the use of laptops or tablets for your child, contact office@bestfutures-school.co.uk or call the school on (01472) 278978.

Once you have contacted the school a specific member of staff will provide support on how you will be issued or lent devices that enable an internet connection. · If you require printed material please contact the school on office@bestfutures-school.co.uk or call the school on (01472) 278978

If you are unable to use the internet the School can provide printed bespoke educational packages which can be delivered and collected each week.

How will my child be taught remotely?

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

Please see examples below:

- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers).
- Printed paper packs produced by teachers (e.g. workbooks, worksheets).
- Textbooks and reading books pupils have at home.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequence.

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?

The expectations for engagement whilst working remotely are:

Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children working at EYFS.

Key stage 2: 4 hours a day.

Parental support with setting routines to support your child's education.

Providing evidence of your child work by sending photos or messages via class dojo.

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

The School contacts parents and carers twice weekly for welfare checks and additionally daily contact with parents and carers via dojos to check pupils' engagement with their bespoke education.

The action we take where engagement is a concern, is teaching staff to contact parents/carers via phone call to discuss their child's engagement and possible barriers. Teaching staff will then meet and devise an action plan to support parents and carers with any issues raised. Parents will be contacted by phone to discuss offer of additional support available. Parents will also be supported through dojo online education platform.

How will you assess my child's work and progress?

Pupil's work is assessed using the same methods as when pupils are at school, books/work is marked, and feedback is given. This informs assessment when using Cornerstones, Pivats EYFS, SPOT assessment phonics and reading.

Pupils receive feedback for their work on a daily/weekly basis.

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 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:

Support with all areas of remote learning is offered through the class dojos.

If further support is needed this can be provided with a phone call from a member of teaching staff from the school.

Pupils receive welfare calls that support pupil welfare when they are working remotely.

Issues raised are discussed within welfare meetings.

Action plans are then organised to support pupils, parents and carers.

We have supported remote education for younger pupils, including those in reception and year 1 by providing bespoke education and material that is in line with their curriculum and EHCP targets.

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?

The main differences between the approaches set out in remote delivery and when a pupil is self-isolating is that pupils are only required to complete work if they are deemed fit and healthy to do so.

We will ensure that all individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.