STATEMENT ON REMOTE EDUCATION PROVISION AT

THE FLYING BULL ACADEMY

Remote education provision: information for parents

Each school in The University of Chichester Academy Trust follows a Remote Learning Policy which you can find on our website. This is a summary of that policy for parents.

We aim to provide high-quality remote education for children both in and out of school. This can consist of learning which is:

BLENDED– Children's learning involves electronic and online media as well as face-to-face teaching. It can take place in and/or out of school.

FLIPPED – Instructional content delivered online from another place. This could be a teacher in another class or who is at home self-isolating.

REMOTE – Carried out without physical attendance by the pupil and/or teacher using technology.

This leaflet focuses on REMOTE provision your child may have to access because they are:

- Self-isolating following close-contact with an infected individual

- Self-isolating because they have symptoms of COVID-19 and/or have tested positive but are well enough to undertake school work

- Not able to attend school because of an unplanned closure (snow, technical issues, staff illness)

What should my child expect from immediate remote education in the first day or two?

> Your child's teacher will make initial contact to discuss expectations. Work will be posted focusing on revisiting past learning while staff prepare new learning.

What curriculum will my child be following?

> We will cover enough of the core learning planned for school to minimise the risk of your child falling behind.
>
> Depending on the length of the expected absence, you may find the following subjects are different or may not be covered, but we will make sure you catch up on return:
>
> Areas within certain curriculum subjects where specialist equipment is needed e.g. Music, Art, Science.
>
> PE activities will be provided that may need extra space although we are trying to focus on 'on the spot' exercises.

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:

| Primary school-aged pupils | Key Stage 1 – 3 hours |
| | Key Stage 2 – 4 hours |

Accessing remote education

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

| You should be familiar with the platform we use to provide our remote curriculum. If you aren't, do make sure you get the details of how to access it before you may need it: |
| Tapestry (Nursery and Reception) |
| SeeSaw (Years 1 – 6) |
| Information for parents/carers is available on our website www.fbacademy.co.uk |

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

We know lots of families do not have access to suitable devices or broadband. If this applies to you and we haven't helped you yet, do get in touch as we may be able to offer you support in the following ways:

| Loan of devices to get you an internet connection (eg: dongles or routers) |
| Loan of laptops or tablets |

How will my child be taught remotely?

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

Recorded lessons from members of staff

Group or individual catch-up sessions online where your child can talk to the teacher about their learning

Materials on the internet for your child to access independently, for example videos, quizzes, articles or games.

Textbooks and reading books, including e-books.

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?

Set up the accounts in advance, so they are ready when you need them

Talk to us in advance if you need support with devices/internet

Arrange a suitable space in your home which supports your child to access home learning

Check the instructions at the start of each day, so your child is prepared for the activities.

If there are live sessions for your child to engage with their teacher, set a reminder so you can help them access it.

Engage with the learning yourself if you are able, particularly taking time to read every day with your child.

Remember in school children have regular breaks, fresh air, exercise and healthy snacks. The work set should be spaced out through the day.

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

Use the analytic function from both Seesaw and Tapestry, our online learning platforms, to identify children who are not engaging with the remote learning.

These children will be contacted by an adult from their class through text, email or phone calls.

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:

In Seesaw, by using TAG –
- Tell me something you like,
- Ask me a question,
- Give me something to think about.

It does not have to be all three of these elements when staff member responds.

Staff can complete comment section on Seesaw either by using written comments or audio. If feedback is not appropriate, an activity can be 'liked'.

We are planning to open the Seesaw Blog function where children can review the work of their peers. This will be approved by an adult before posting.

In Tapestry, staff will comment on the posts, providing children with next steps where appropriate.

Feedback on both platforms will be given daily during working hours.

Feedback may also be given during phone calls to parents/carers

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:

We will use designated staff to ring their caseload children. This may be 1 to 1 Teaching Assistants or Pupil Support Workers from the Alternative Provision or the mainstream Learning and Pastoral Team.

SEN staff will post interventions on Seesaw including sensory activities.

Staff will plan and post differentiated activities that can be assigned to specific children

Staff can carry out live 1 to 1 sessions e.g. ELSA, 1 to 1 reading sessions.

Staff can use voice mode to deliver instructions and feedback

Staff can prepare videos that model expectations of the tasks.

A range of Social, Emotional and Mental Health activities and basic skills activities on the academy website under SEN tab.