**The Pivot Academy - Bradley**

**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 if 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?**

We remain open as a school but students who decline the offer will be educated remotely and hard copies of work have been provided through welfare calls before launching remote offer fully on 18th January

**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?**

Core – Students will follow the same curriculum as in school but will be one week in lieu. This is so resources can be collated from lessons when they taught in the classroom. Example is pictures off the board. This will be delivered through 3 strands (virtual teaching, Academic welfare call and online learning platform)

Creative – Students will be sent short video links to watch and take part in cooking and Art tutorials. Where possible this will be in line with curriculum but will have to be adapted due to equipment/facilities in family homes

Well-being – Students will have access to 2 x physical and 1 x mental well-being live teaching sessions. These sessions will be complemented with resources and sessions linked to PE and mindfulness curriculum.

All students will have a minimum of 2 welfare calls a week with some students being visited daily if needed

**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 | (Number of hours – there are [minimum expectations](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res) for remote provision. Consider breaking this information down by key stage or year group if applicable) |
| Secondary school-aged pupils not working towards formal qualifications this year | 1.5 hours virtual teaching 1/1.5 hour hard copy work from AWC 1/1.5 hour independent online work 1 x academic welfare call p/w |
| Secondary school-aged pupils working towards formal qualifications this year | 1.5 hours virtual teaching 1/1.5 hour hard copy work from AWC 1/1.5 hour independent online work 1 x academic welfare call p/w |

**Accessing remote education**

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

Century and BKSB

**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:

Contact head office/07949591023/direct to child tutor

Compiling audit for 15th January

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

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

Live teaching (online lessons)

Printed paper packs produced by teachers (e.g. workbooks, worksheets)

Face to face interaction through welfare calls

Online learning platform

**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?**

Expectation students follow timetable provided

Students access all forms of remote learning to ensure maximum impact

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

Teachers to monitor online access

Academic welfare calls to pick up/drop off work

Family tasks will be set weekly (Destination Imagination, cooking, Art)

Attendance recorded to virtual lessons

**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:

Teachers will mark and feedback online

Teachers will receive hard copy work and feedback accordingly for next academic welfare visit

Live marking/feedback through virtual lessons

**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, 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:

Ongoing dialogue to feedback

Paper copies of work provided

Ongoing input from SENCO

**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?**

Same As above