**Remote Education Offer**

**Remote Education at Balby Central**

**Self-isolation**

If a child has to self-isolate their first day or 2 of being educated remotely might look different from our standard approach. On the first day of absence, the class teacher will organise a pack of learning that can be collected from school. The pack will align to their learning that is being completed in the classroom.

By day 3 a member of the school’s Inclusion Team will have contacted the child to ensure that they are confident with accessing their learning, that they can use their email and Microsoft Teams and that they know how to send their learning back to the class teachers.

Each day there will be an English session, Maths session and topic session that is planned for. The children will also have access to Times-Tables Rock Stars and Spelling Shed along with the usual expectation that they will read at home.

**Full Class Bubble closure**

If the whole class has to close then remote education will be offered through a combination of live lessons, recorded sessions and addition tasks for the children to complete independently. On the class Teams Conversation a link will be available that will take the children to all their home learning resources and a timetable for the week. We expect that remote education (including remote teaching and independent work) will take pupils broadly the same amount of time as children in school. The timetable for the day will match that of children in school and individual support will be available during normal school hours.

The children will also be able to access commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. They will be able to use the range of online tools that they are familiar with and use in school such as: TT RockStars, SpellingShed and Read Write Inc Virtual classroom.

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 children’s work is as follows:

• Feedback will usually be a written comment

• For some pieces of work, we will issue a marked score

• Where necessary, more detailed feedback may be issued to help a child or group of children understand a misconception in a virtual live meeting

• Children will receive feedback on all work they submit

**Expectations of children and families:**

We expect that children will:

• “arrive” or log in on time to all of their live lessons

• be dressed appropriately for learning

• do their best to complete all independent learning tasks

• request help through Teams chat if they are unsure of what to do, or how to do it

• abide by the class’s agreed remote learning rules and the remote learning contact

We ask that parents and carers

• help children to log in to live learning

• monitor children’s safe access to the internet

• report any problems accessing learning to the class teacher

• set routines at home to support your child’s education

• ensure that children “arrive” or log in promptly each morning