

## Remote Education Provision Information for Families

This information is intended to provide clarity and transparency about what to expect from remote education if:

- local restrictions require **all children** or **bubbles/groups of children** to remain at home
- where **individual pupils** are self-isolating

We have communicated this with families in many ways and if any situation arose we would write to families to ensure they know the expectations.

We have identified the following scenarios – however we know that some situations may not have been identified. We aim to provide the best provision no matter what the situation.

Scenario	Remote Learning Provision
<p><b>One/two/ small group of pupils in group in self-isolation</b></p>	<p>Teacher to set work on Seesaw or send via email – closely based on what the class are working on and/or the identified gaps a pupil has.</p> <p>There will be links to high quality instruction.</p>
<p><b>Class in self-isolation – teacher well</b></p> <p><b>or</b></p> <p><b>Whole school closure</b></p>	<p>Teacher to set work on Seesaw – closely based on what the class are working on and/or the identified the pupils have.</p> <p>Remote/live teaching as below. Pupils to dress in school uniform for the day.</p> <p>Families sent protocols in place when accessing the live lessons. There will always be two staff present in the Zoom.</p> <p>Teacher will take register and feedback to SLT who has attended and follow up with calls to the pupils.</p> <p><b><u>Class email</u></b></p> <p>The class email will be in used for families to share any issues they have accessing the online platforms we use.</p>
<p><b>Class in self-isolation – teacher unwell</b></p>	<p>Phase Lead and teachers from the cohort to set work for pupils to do on Seesaw or send via email – closely based on what the class are working on and/or the identified gaps the pupils have.</p>

	<p>There will be links to high quality instruction.</p> <p>Live teaching will be offered if possible.</p>
<b>French Provision for pupils in bilingual stream</b>	<p>Padlet to be used – work set by weekly by EdW staff and communicated directly to families.</p>

<b>Class in self-isolation – teacher well</b>	
<b>Activity</b>	<b>Detail / content / aim / focus</b>
Meet every morning with class	<ol style="list-style-type: none"> <li>1. Register</li> <li>2. Check all pupils are ok</li> <li>3. Set work expectations for the day</li> </ol>
Teaching sessions – min 2 a day	<p>Teacher input I do, we do, you do</p> <p>Screen off when pupils working on task set.</p> <ul style="list-style-type: none"> <li>• 'I am here if you need me' or</li> <li>• staff to target specific groups of pupils.</li> </ul> <p>Return to share work/address misconceptions/ recap on key learning outcome</p> <p>Call pupils who struggle or interventions</p>
Small group work - may be offered	<ul style="list-style-type: none"> <li>• Interventions; and/or</li> <li>• Targeted catch up</li> </ul>
End of day	<ul style="list-style-type: none"> <li>• Reading enrichment; and/or</li> <li>• Storytime together</li> </ul>

<b>Teacher in self-isolation - class in school - teacher well</b>
<p>Teacher remote in to:</p> <ol style="list-style-type: none"> <li>1. Meet with class every morning</li> <li>2. Teach <ul style="list-style-type: none"> <li>• Maths</li> <li>• English</li> <li>• Guided Reading</li> <li>• Other curriculum subjects</li> <li>• Reading Enrichment</li> </ul> </li> </ol> <p>Consideration to be given to:</p> <ul style="list-style-type: none"> <li>• Balance of pupils staring at screen and age dependent.</li> <li>• Teacher puts up screen while pupils complete independent work in class</li> </ul>

The weekly Remote Learning document is sent out weekly; all the lessons are sent to parents in the weekly Remote Learning document. It is also available on the website. <https://www.bellevillewix.org.uk/home-learning/>

**Spring Term 2020 - Current Daily Schedule** - For all English Stream classes and Bilingual classes when it is an English Focus week:

Every class has an individualised timetable that has been shared with the families.

Where there are two classes in a year group, one teacher may teach the maths lesson and another the English lesson.

Pupils should get dressed in their school uniform daily to attend the live lessons.

1. **'Wake Up, Shake Up'** - Every pupil is invited to take part in 'Wake Up, Shake Up' with Mr Bartlett at 8:30am.
2. **Registration** - We will start every day with a live registration in the morning – see class timetable for the time.
3. **Lesson 1** – Our first lesson of the day will be maths. The teacher will teach the maths concept - this may last for up to 30 minutes and then most pupils will be asked to leave the meeting to complete their independent work.
4. **Lesson 2** - Pupils will return to the Zoom meeting to recap on the key concepts of the previous lesson before the English lesson starts. The English lesson input may last up to 30 minutes. The children will then be expected to work independently on the task(s) set.
5. Pupils will be expected to complete the curriculum work they have been given in the afternoon, including having lunch and taking some exercise. The curriculum lessons will be sent through the class email and on Seesaw.
6. **Lesson 3** - All pupils are expected to return for an afternoon registration. The teacher will lead a whole class reading session. Pupils should have their curriculum work nearby so they can share it if invited to do so.

#### Can't attend a live lesson?

- If a pupil is unable to join the Zoom meeting, all the lessons are sent to parents in the weekly Remote Learning document.

#### Year 1 – 6 Remote Learning Live Lesson Timetable – at a glance

9:00-9:25	9:30-9:55	10:00-10:25	11:00-11:25	11:30-11:55	12:00-12:25	12:30-1:25	1:50-2:05	2:10-2:25	2:30-2:45
Y1+Y6	Y2+Y5	Y3+Y4	Y1+Y6	Y2+Y5	Y3+Y4	Lunch	Y1+Y6	Y2+Y5	Y3+Y4
Maths	Maths	Maths	English	English	English	Lunch	Reading	Reading	Reading

#### Nursery virtual learning timetable

Period 1 9:00 – 9:20	Period 2 10:30 – 10:50	Period 3 1:30 – 1:45
Registration – 5 mins Maths/ Literacy/Phonics	Maths/ Literacy/Phonics	Registration. Feedback on tasks. Story.

## Reception virtual learning timetable

<b>Period 1</b> <b>10:00 – 10:25</b>	<b>Period 2</b> <b>12:00 – 12:25</b>	<b>Period 3</b> <b>2:30 – 2:45</b>
Registration – 5 mins Maths/ Literacy/Phonics	Maths/ Literacy/Phonics	Registration. Feedback on tasks. Story.

## Individual Class Year X Timetable

<b>Registration</b>	<ul style="list-style-type: none"><li>• Be dressed in your uniform</li><li>• Have your resources to hand</li><li>• Registration</li><li>• Remote Learning for the day explained</li></ul>
<b>Maths</b>	<ul style="list-style-type: none"><li>• Teacher to teach the maths concept – up to 30 minutes.</li><li>• Pupils sent off to complete their work independently.</li><li>• Some pupils may stay on with teacher to discuss further.</li></ul>
<b>English</b>	<ul style="list-style-type: none"><li>• Teacher to teach the English concept – up to 30 minutes.</li><li>• Pupils to complete their work independently.</li><li>• Some pupils may stay on with teacher to discuss further.</li></ul>
<b>Wider Curriculum</b>	<ul style="list-style-type: none"><li>• Pupils to complete the curriculum work in the Remote Learning document.</li><li>• Pupils to post their work on Seesaw to be marked by the teacher.</li><li>• During this time, pupils to have lunch and take some exercise.</li></ul>
<b>Afternoon Registration</b>	<ul style="list-style-type: none"><li>• Whole class reading session.</li><li>• Pupils to share their work and say goodbye for the day.</li></ul>

## Interventions

- Min 2 per week per class (Reading/Phonics & Maths/Arithmetic)
- Some SEND pupils may receive an invite to a ZOOM with their teacher or TA for additional support

## Seesaw

- Pupils are expected to post their work on Seesaw daily. This includes their maths work, English work and curriculum work. This allows the teacher to assess pupils' work and offer feedback.

## Zoom Protocols

- These are sent to parents beforehand. By joining the session, you agree to the protocols.

## School Context Decisions

Issue	Resolution
Safeguarding	<ul style="list-style-type: none"> <li>• Calls will be made to vulnerable pupils at least twice a week.</li> <li>• Daily registration in the morning and afternoon during bubble or whole school closure. Any pupils not attending will receive a call after the session. If no contact is made this will be raised with SLT.</li> <li>• Online safety guidance given to pupils and families</li> <li>• Families are sent Zoom protocols and expected to read them before joining the Zoom meeting.</li> <li>• Adults/parents are not expected to attend/participate in these lessons</li> <li>• The meeting will be locked promptly so please arrive on time.</li> </ul>
Pupils with no device and/or no Wi-Fi	<ul style="list-style-type: none"> <li>• All families have been asked if they have a device and Wi-Fi. Pupils eligible for Pupil Premium have been asked directly a number of times.</li> <li>• Devices have been assigned to pupils we know do not have access. If a bubble closes or the pupil needs to isolate, the assigned device is given to them.</li> <li>• Any pupil not attending the session because they have no device will be established by the class teacher. This is then shared with SLT to support the family.</li> <li>• We constantly source devices and share avenues with families. For example, parents can email the LA directly.</li> <li>• All families who have responded to requests for Wi-Fi have been supported through BT Hotspots, DfE mobile phone support and the Vodafone SIM cards we ordered. The Trust has been asked to order 4G wireless routers.</li> <li>• Any pupil not attending a Zoom is contacted. If WiFi is an issue we support the family – as above.</li> <li>• Paper-based resources are available for any family who request it and can be collected from school when a bubble or pupil isolate. When we can, this is provided during a national lockdown.</li> </ul>
Bilingual Offer when it is a French focus week	<ul style="list-style-type: none"> <li>• Pupils receive live instruction and tasks set on Padlet, based on the agreed bilingual curriculum.</li> <li>• Work is marked and feedback given.</li> <li>• Small group work for support is also offered.</li> <li>• Attendance is reported to BWA on a Tuesday and Thursday.</li> </ul>
Many parents are working from home so maybe 2/3 live sessions may be the maximum they can cope with	<ul style="list-style-type: none"> <li>• Continue to review each offer to reflect on what went well and what could be improved when a bubble or whole school close. It may be that 3 live sessions is too much and maybe one core lesson can be recorded so a live morning and afternoon session are offered.</li> </ul>

## 1. 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?

- Pupils who are self-isolating at home will have access to Remote Learning resources. Our aim is to have work set within 24 hrs of any pupil going into self – isolation. Teachers have the week ahead Remote Learning planned, ready to be sent to the pupil.
- Pupils who are self-isolating at home will have access to Seesaw and other Remote Learning resources. Padlet will be used for French provision only for pupils in bilingual stream
- Parents/Carers are asked to ensure they sign up to MNP and have checked they have log in details for Seesaw.
- Padlet will be set up for pupils in the bilingual stream to access the work provided by EdW.

The weekly remote learning for every class is linked to their curriculum. This is sent out when a pupil needs to isolate, a bubble is closed or there is a whole school closure.

- **Maths:** Pupils will have immediate access to maths lessons via the Q1E website at [www.q1e.org.uk](http://www.q1e.org.uk). Pupils have access to MNP online. If pupils have been at school immediately before the closure, they will be sent home with their Maths - No Problem! Workbooks. If not, we will endeavour for them to collect these safely.
- **English:** Explicit instructions will be sent to every pupil and circumstances will be always considered carefully.
- **Reading**  
Pupils should have the following books available to them:
  - Guided Reading book
  - Independent reading book

Pupils should read every day with an adult - parents know the impact of reading to their child's educational development is significant and should try to find some time for this in their busy schedules.

### Writing

Our writing lessons are predominantly focused on the text the children are using in class. Plans will be adapted dependent on the closure.

If it is bubble closure or individual self-isolation, the provision will be dependent on where the pupils are in the teaching cycle.

We don't have a copy of the class text for every child. Therefore we need to find solutions to this problem, dependent on the class and time a child may have to self-isolate. We may send a child home with a copy of the book, share a link to the book online or send the relevant pages to read. Teachers may also record the book, to use in long periods of closure.

### **Grammar**

- Pupils in year 2 – 6 will also be set weekly activities on [spag.com](https://www.spag.com)

### **Spelling**

- Pupils will be sent the weekly spellings to learn.

- **Wider curriculum**

- Curriculum tasks will be based as much as possible on what the pupil would be learning at school. Pupils will have immediate access to lessons and activities covering the wider curriculum, via the Q1E website at [www.q1e.org.uk](http://www.q1e.org.uk)
- Where bilingual classes are not working from the Q1E wider curriculum, their English teacher will provide lessons and related activities to the class week by week.

- **Bug Club**

'Bug Club' is an online reading scheme we use at BWA for all pupils from EYFS-KS2. It allows our pupils to access a range of age-appropriate books, set by their class teacher, via an iPad or computer etc. During this time of school closure, we would that children spend a minimum of 10-15 minutes a day in EY and KS1 and 20-30 minutes a day in KS2 reading from their allocated texts on the platform.

Below is the link to access the platform:

<https://www.activelearnprimary.co.uk/home#pupils>

- **Pupil packs**

Should we deem it helpful, pupils will be given pupil packs to support their learning at home – e.g. reading club book, maths equipment, books, whiteboard and pen etc.

Pupils who may have additional support in school may be given packs to support the wider curriculum or curriculum in the EYFS.

### **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 need to make some adaptations in some subjects. For example:

- Our Remote Learning will minimise the need to print off worksheets or other materials. As a result, some activities may be taught differently to how they would be in the classroom.
- Some practical activities (for example, experiments in science lessons) may not be able to be taught in the same way. We will adapt our lessons accordingly, and where possible, we will provide ideas for practical activities to try at home.
- PE - these may be live lessons, videos or written instructions of what to do at home.
- Music will be taught through video when the whole school is partially closed to all pupils or a bubble is at home. Links to Oak academy may be given if a pupil is isolating.
- French will be taught through video when partially closed to all pupils or a bubble is at home. Links to Oak academy may be given if a pupil is isolating.

## 2. Remote teaching and study time each day

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

We will adhere to the government's [minimum expectation](#) at the time.

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day.

Please see timetable at the beginning of this document for bubble and partial school closure. And the separate document details the offer during national lockdown?

In summary the offer is:

- **Maths:** one hour a day
- **English:** one hour a day
- **Grammar**
- **Spelling**
- **Wider curriculum:** 1 - 2 hours a day
- **Reading:** half an hour a day

## 3. Accessing remote education

### How will my child access the online remote education?

Children will access our online remote education via the following tools and platforms:

- Our school website: <https://www.bellevillewix.org.uk/home-learning/>
- *Maths – No Problem!* online resources (a link is provided to parents/carers at the beginning of the year)
- SeeSaw
- Zoom (for class meetings) – send through the class email
- English SPAG, Bug Club – sent to parents through email
- Our Trust website: [www.q1e.co.uk](http://www.q1e.co.uk)

### If my child does not have digital or online access at home, how will they be supported to access remote education?

We recognise that some pupils may not have suitable online access at home. We are committed to supporting all pupils to be able to continue their education remotely.

If your child does not have access to a suitable device (e.g. a laptop or tablet) to access home learning, or is sharing a device with more than one other person, or you do not have suitable internet access at home, please contact the school at to discuss this, in confidence. The school will do what it can to help, which may include the following schemes:

- Government laptop scheme: The government is providing laptops for disadvantaged children who do not have access to a device, and whose face-to-face education is disrupted because of closures, or because they have been advised to shield.



- Government internet connection scheme: Disadvantaged families may be able to benefit from free increases to their mobile data if they're a customer of EE, Three, Sky Mobile, SMARTY, Tesco Mobile or Virgin Mobile.
- School equipment: We may be able to lend you a laptop, tablet, or dongle (to enable internet connection). You will be asked to complete an agreement form.

**Accessing printed materials:** Our Remote Learning provision will minimise the need to print materials off at home. If you do not have online access, please contact us to discuss this and where necessary, we will provide printed materials and support your child to submit work in other ways.

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

The different scenarios are set out the beginning of this document. We use a combination of the following approaches to teach pupils remotely:

- Live inputs if the whole bubble or school is partially closed and the teacher is well
- Recorded teaching (e.g. videos made by teachers; Oak National Academy lessons)
- Downloadable worksheets with details of activities to complete at home
- Interactive online activities
- Textbooks and reading books that pupils have at home
- Submission of work and teacher feedback via SeeSaw
- Some project work and/or internet research activities
- Occasional use of other commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

## **4. 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?**

Children are expected to engage with the remote education which is provided by the school, in line with Government expectations. Pupils will require access to the internet and use of a laptop or tablet for some of that time.

Your child must post their work on Seesaw daily - this includes their maths work, English work and curriculum work. This will allow the teacher to assess your child's work and offer feedback. It is also a fantastic opportunity for your child to celebrate their work.

Teachers will contact any pupil not posting work. Expectations on the quality of the work and when it should be posted will be reviewed and shared with parents.

We recognise that supporting children to complete their remote education will be a challenge for parents and carers who have to undertake their own work and other commitments. We ask you to support this as much as you are able, for example by setting routines to support your child's education. If your child cannot complete the activities every day, you will be able to discuss this with their class teacher.

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

We will use the following methods to check pupils' engagement with remote education:

- SeeSaw: we will check each pupil's engagement daily
- Whole class zoom meetings: we will monitor attendance and participation daily
- Min two calls a week to vulnerable pupils
- Weekly individual phone calls

Where your child's engagement is a concern, we will contact you directly and without delay. This may involve arranging a phone or video conversation to discuss any issues so we can support you.

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

Feedback can take many forms and may not always mean extensive individual written comments. Many pupils have enjoyed the voice notes on Seesaw. Parents are asked to share the feedback given with their children. It is important that the feedback improves outcomes so we will continually refine how we feedback to ensure it is effective.

We will use the following methods to assess and feedback on pupils' work:

- SeeSaw – written, acknowledged, sent back or voice note
- Whole class feedback via class teacher messages, videos or meetings
- Individual phone calls
- Whole-class feedback or quizzes marked automatically via digital platforms

## **5. 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 younger children and those 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:

### **How we work with families to deliver remote education for pupils with SEND**

Each pupil's teacher will know how their needs can be met most effectively, to ensure they continue to make progress, even when they are not able to be in school. We will work together with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHCP, decisions on how this can be delivered will be informed by relevant considerations. We will review the services that the pupil can access remotely, for example remote sessions with therapists. The approach cannot be 'one size fits all' so these decisions will be considered on a case by case basis. As Oak Academy SEND online provision increases, we will train staff on these, identify what would support individual pupils and share with parents/carers. We will always support individual families to deliver these sessions. The teacher, TA or SENDCO will be in contact with every pupil with a SEND to ensure they are making progress during any time away from school, if they are well.

## **How we work with families to deliver remote education in Reception, Year 1 and Year 2**

We recognise that younger pupils may not be able to access remote education without adult support. We aim nevertheless to deliver a broad and ambitious curriculum. The schedule is set out at the beginning of the document. We will seek parent feedback to refine the offer.

We will also offer parent workshops – small or whole cohort - to support parents to deliver the home learning.

### **6. Remote education for individual 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 at the same time.

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

When individual pupils are self-isolating but the majority of their class/year group are still in school, remote education will need to be different. However, we remain committed to ensure all pupils are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects. For these pupils, as a minimum:

- Work will be provided weekly, by email
- A weekly phone call will be arranged with the class teacher (or another teacher where applicable), unless we think the pupil would benefit from additional contact.
- Work should be uploaded daily and marked. Pupils will receive feedback on the work uploaded to Seesaw.

*This document follows the government template provided at [www.gov.uk/government/publications/providing-remote-education-information-to-parents-template](http://www.gov.uk/government/publications/providing-remote-education-information-to-parents-template).*