

Remote Education Provision Information for Families

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

- **individual pupils** are self-isolating
- local restrictions require **all pupils** or **some pupils** to remain at home

We have communicated this information with families in a variety of ways and when pupils are isolating for different reasons, we will write to families to ensure they know the expectations and have the support they need to ensure their child can access the remote learning provision.

Each week, every class teacher prepares a Remote Learning document that is based on the learning activities planned for the week ahead. This document is sent to any pupil who needs to isolate. In periods of national lockdown or a class closure this is amended to reflect the needs of the pupils and families and is sent out weekly. It is also available on our website. <https://www.bellevillewix.org.uk/home-learning/>

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>Individual pupil or small group of pupils self-isolating but the rest of the class are in school</p>	<ul style="list-style-type: none"> • Teacher to set work on Seesaw or send via email – closely based on what the class are working on and/or the identified gaps the pupils has. • There will be links to high quality instruction. • Teachers will check pupils have accessed the remote learning daily and report to SLT if they have concerns. • Teachers will mark pupils work daily and give constructive feedback – as age appropriate. This may be via Seesaw, a video call or a phone call.
<p>Class self-isolating – teacher well or Whole school closure</p>	<ul style="list-style-type: none"> • Teacher to set work on Seesaw – closely based on what the class are working on and/or the identified the pupils have. • Remote/live teaching – see table below with more detail as below. Pupils to dress in school uniform for the day. • Families sent protocols in place when accessing the live lessons. There will always be two staff present in the Zoom. • Teacher will take register and feedback to SLT who has attended and follow up with calls to the pupils.

	<p><u>Class email</u></p> <ul style="list-style-type: none"> The class email will be in use for you to share any issues you have accessing the online platforms we use.
Class in self-isolation – teacher unwell	<ul style="list-style-type: none"> 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 has. There will be links to high quality instruction. Live teaching will be offered if possible.
Teacher well but self-isolating whilst the class is in school.	<p>Teacher will remote into the classroom. They will</p> <ol style="list-style-type: none"> meet with the class every morning teach the class timetabled lessons for the day <p>We will continue to reflect on what helps our pupils learn, ensure there is a good balance of pupils staring at screen and what meets the needs of the pupils dependent on their age and attention span.</p>
French Provision for pupils in bilingual stream	<ul style="list-style-type: none"> Padlet to be used – work set by EdW staff.

Class in self-isolation – teacher well or Whole school Closure

Activity	Detail
Meet every morning with class	<ol style="list-style-type: none"> Register Check all pupils are ok Set work expectations out for the day
Teaching session – min 2 a day	<p>Teacher input - I do, we do, you do</p> <p>Screen off when pupils working on task set. Teacher will stay on screen to help pupils if needed. Teaching staff may also use this independent work time to support a specific pupil or groups of pupils.</p> <p>The class to return to the live session to share work/address misconceptions/ recap on the key learning outcome.</p> <p>Calls will be made by staff to pupils who have been identified as struggling or to deliver an intervention.</p>
Small group work - may be offered	<ul style="list-style-type: none"> Interventions and/or Targeted catch up
End of day	<ul style="list-style-type: none"> Pupils will be invited back for a reading enrichment session or to enjoy story time together.

Spring2020 National Lockdown Provision at BWA

This is the provision we put in place during this period of time.

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 being 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 home learning document.

Year 1 – 6 Home 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

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

Individual Class Year X Timetable

Registration	<ul style="list-style-type: none">• Be dressed in your uniform• Have your resources to hand• Registration• Home learning for the day explained
Maths	<ul style="list-style-type: none">• Teacher to teach the maths concept – up to 20 minutes.• Pupils sent off to complete their work independently.• Some pupils may stay on with teacher to discuss further.
English	<ul style="list-style-type: none">• Teacher to teach the English concept – up to 20 minutes.• Pupils to complete their work independently.• Some pupils may stay on with teacher to discuss further.
Wider Curriculum	<ul style="list-style-type: none">• Pupils to complete the curriculum work in the home learning document.• Pupils to post their work on Seesaw to be marked by the teacher.• During this time, pupils to have lunch and take some exercise.
Afternoon Registration	<ul style="list-style-type: none">• Whole class reading session.• Pupils to share their work and say goodbye for the day.

Interventions

- Min 2 per week per class (Reading/Phonics & Maths/Arithmetic)
- Some pupils with an SEND 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 pupil's 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"> • Calls will be made to all pupils at least once a week if they are isolating. • Calls will be made to vulnerable pupils at least twice a week. • Daily registration will be taken in the morning and afternoon during class or whole school closure. Any pupils not attending will receive a call after the session to establish the reasons for non-attendance. If no contact is made this will be raised with SLT. • Online safety guidance given to pupils and families. • Families will be sent Zoom protocols and expected to read them before joining the Zoom meeting. Adults/parents are not expected to attend/ participate in these lessons. Live lessons will be locked promptly so families are encouraged to arrive on time.
Pupils with no device/Wi-Fi	<ul style="list-style-type: none"> • All families have been asked if they have a device and Wi-Fi for their children. • Devices have been assigned to pupils we know do not have one to access. If a class closes or the pupil needs to isolate, the assigned device is given to them. • 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 ensure we remove the barrier and support the family. • We constantly source devices and share avenues with families. For example parents have been able to email the LA directly. • 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. • Any pupil not attending a Zoom is contacted. If Wi-Fi is an issue we support the family – as above. • Paper based resources are available for any family who request it if there are staff onsite and they can collect them from school.
Bilingual Offer when it is a French focus week	<ul style="list-style-type: none"> • Tasks will be set on Padlet based on the agreed bilingual curriculum. • Pupils receive live instruction if the class are not onsite. • Work is marked and feedback given. • Small group work for support is also offered. • Attendance is reported to BWA on a Tuesday and Thursday. • Safeguarding calls to vulnerable pupils will be made regardless of the focus week.
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"> • We continue to review each offer to reflect on what went well and what could be improved when a class 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.
SEND/ additional support required	<ul style="list-style-type: none"> • Teachers will work with the SENDCo to ensure pupils isolating access the support they need. • This may be arrangement specialist support services to continue through live sessions with the pupil, training the parent/other member of staff to deliver sessions remotely, arranging another time to work with the pupil or a small group, inviting a parent to join an individual teaching session with staff or sending home packs of resources.

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 home learning resources. Our aim is to have work set within 24 hrs of any pupil going into self – isolation. Teachers have the week ahead home learning planned ready to be sent to the pupil.
- Pupils who are self-isolating at home will have access to Seesaw and other home 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 class 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. 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 read every day. They should have the following books available to them.

- Guided Reading book
- Independent reading book

Your child should read every day with an adult and of course you know the impact of reading to your child is significant so please do try to find some time for this in your busy schedule.

Writing

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

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

We don't always have a copy of the class text for every child therefore we need find solutions to this problem, dependent on the class and time your child may have to self-isolate. We may send your 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

- Weekly activities set on the home learning document.

Spelling

- Pupils will be sent weekly spellings to learn.
- **Wider curriculum:** Curriculum tasks will be based as much as possible on what the pupil would be learning at school. During national lockdowns or local closures pupils will have immediate access to lessons and activities covering the wider curriculum, via the Q1E website at www.q1e.org.uk Links to Oak Academy may be given if it reflects the curriculum at the time.
- **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 ask the your 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 home learning will avoid 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. Links to Oak Academy may be given if a pupil is isolating.
- French and Music will be taught through video when the whole school is partially closed to all pupils or a class 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.
Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children
Key stage 2: 4 hours a day

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

Please see timetables at the beginning of this document for the different scenarios.

In summary the offer is:

- **Maths:** one hour a day
- **English:** one hour a day
- **Grammar** (vary according to the age and needs of the pupil)
- **Spelling** (10-15 mins a day)
- **Wider curriculum:** one / 2 hours a day
- **Reading:** half an hour a day

3. Accessing remote education

How will my child access the online remote education?

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

- Pupils will be sent the Home Learning document if they are isolating whilst the rest of the class are at school
- If the class are isolating we may use the 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) a link will sent through the class email if the class is isolating
- Bug Club – sent to parents through email at the start of the year
- Our trust website: www.q1e.co.uk may be used – parents will be informed in an email if this is the case.

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. We will send out regular surveys to get this information but appreciate circumstances can change. 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 home learning provision will avoid the need to print materials off at home as much as possible. 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 class or school is partially 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 (for example via the *Maths – No Problem!* platform)
- 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?

Pupils are expected to engage with the remote education which is provided by the school, in line with government expectations every day. 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 phone calls to all other pupils

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 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 any 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.

The following information may be helpful to families to learn more about online safety.

The following websites offer useful support:

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse
- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and carers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers
- <https://www.q1e.co.uk/current-home-learning/online-safety>

REMOTE EDUCATION 10 TOP TIPS FOR PARENTS

Remote education ensures continuous learning outside the classroom. For parents and carers, remote education isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote education experience.

1. TAKE AN ACTIVE INTEREST IN YOUR CHILD'S LEARNING

As a parent or carer, your school may have explained how remote education works already, but children may still need help. Take an active interest in their learning and help support them whenever they need a helping hand.



2. MONITOR YOUR CHILD'S COMMUNICATION AND ONLINE ACTIVITY

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.



3. ESTABLISH A DAILY SCHEDULE AND ROUTINE

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.



4. ENCOURAGE SCREEN BREAKS AND PHYSICAL ACTIVITY AWAY FROM DEVICES

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will invariably advise on screen breaks; however, it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.



5. ENSURE YOUR LEARNING DEVICE IS IN PUBLIC SPACE IN THE HOME

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral, with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.



6. IMPLEMENT SAFETY CONTROLS AND PRIVACY RESTRICTIONS ON APPS AND SOFTWARE

Dependant on how your school implements remote education, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.



7. ENSURE YOUR CHILD ONLY USES OFFICIAL SCHOOL COMMUNICATION CHANNELS

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.



8. FAMILIARISE YOURSELF WITH RELEVANT SCHOOL POLICIES

Schools should have a policy on remote education that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.



9. MAINTAIN FEEDBACK WITH TEACHERS

Engage in communication with teachers where possible, and try to feed back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.



10. MONITOR YOUR CHILD'S WELLBEING AND MENTAL HEALTH

Remote education will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as they can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends every day might take its toll.

