

# Remote education provision: information for parents

## Statement of intent

At Bedford Hall Methodist Primary School, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. The school vision **‘Learn, Love, Live: Without Limits’** is interwoven within our curriculum intent and design. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, school will offer immediate remote education (by the next school day).

Through the implementation of our remote Learning Policy, we aim to:

- Minimise the disruption to pupils’ education and the delivery of the curriculum.
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school’s curriculum.
- Align remote education to the planned school curriculum and link to our curriculum drivers of ‘culture, possibilities and diversity.’
- Use digital platforms consistently across the school in order to allow for high quality teaching and learning interactions, assessment and feedback.
- Set work on the learning platforms Class Dojo and Purple Mash (Year 1 to Year 6) and Tapestry (Nursery and Reception) and provide feedback to children around their learning and next steps.
- Set meaningful and ambitious tasks and activities so that pupils have work each day in a number of different subjects which reflects the curriculum sequence which would be taught in school.
- Ensure provision is in place so that all pupils have access to high quality learning resources both off-line and online including teaching videos.
- Be responsive to children’s learning by adjusting the pace or difficulty of what is being taught in response to questions or assessments of children or feedback from parents.
- Differentiate work to ensure a broad and balanced curriculum that is suitably accessible and challenging to all pupils; especially children with SEND.
- Provide school-owned laptops accompanied by a user agreement or printed resources, such as workbooks, to support learning for pupils who do not have suitable online access – supplemented with other forms of communication to keep pupils on track or answer questions about work.

- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.
- Monitor children's engagement on a daily basis and remain in regular communication with parents via Class Dojo, Tapestry or telephone.

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or 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?**

Remote education will be available from the first full day of school closure. Teaching and learning will be delivered via the learning platforms; Purple Mash, Class Dojo or Microsoft Teams (KS1 and KS2) and Tapestry or Microsoft Teams (EYFS). Weekly and daily timetables shared via the platform will be broken down into daily sessions which will replicate, where possible, the timetable followed in school. Please note, this may be slightly scaled back on day 1 if there has been little notice or planning time. For example, teachers will set activities on Class Dojo but there may not have been time to produce personalised teaching videos.

Resource packs will be made available to all children to aid their remote learning during this period. This pack will include: stationery; exercise books and subject specific workbooks which will assist in the structured learning of the school's curriculum. Other learning aids may be included e.g. key word mats, which are relevant to specific year groups / or pupils.

School owned devices (where available) or printed work packs will be provided to children who are otherwise unable to access online resources at the soonest point.

## 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, lessons where resources are not easily accessible may not be taught as practically. For example, some aspects of physical education, scientific investigations, music and art.

One adaption from the normal school timetable includes Wellness Wednesday – an afternoon session which enables children to access a range of activities to promote positive mental health, well-being and healthy lifestyles. This is a key aspect of the national curriculum which underpins our school vision and ethos. Where well-being activities are delivered daily on the school timetable, we feel a dedicated afternoon is more appropriate to remote education as a supportive measure towards positive mental health of the household/family unit.

## 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:

Key Stage 1	3 hours minimum learning daily.  The daily timetable will provide an approximate timing for how long each session should take.
Key Stage 2	4 hours minimum learning daily.  The daily timetable will provide an approximate timing for how long each session should take.

Children will be expected to complete work set daily **between 9am and 3.15pm**. We do not expect children to complete activities outside of these hours. It is also important children take **regular breaks** in the morning, afternoon and at lunchtime where they will not be directed.

## **Accessing remote education**

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

Currently remote learning will be set via Class Dojo (Year 1-6) and Tapestry (EYFS). Links and direction to other high quality learning resources will also be provided on this platform. For example; Purple Mash, Times Table Rockstars, White Rose Maths Hub, Oak Academy, IXL, Reading Planet and Ruth Miskin Phonics.

For on-going assessment purposes, children will be expected to upload copies of completed work into their personal portfolios on Class Dojo (or Purple Mash as applicable) or Tapestry by the end of each day. The teacher will mark this work and provide next step feedback, as appropriate. Sometimes, work may be sent back to the child as a 'draft' so corrections can be carried out.

### **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:

Our online platforms have been carefully chosen to optimise accessibility for all learners. Tapestry, Class Dojo and Microsoft Teams are supported on a range of devices including mobile phone, tablet, computers and laptops. Purple Mash's tools and activities run within a web browser and do not require additional software to be installed. Therefore, they are not device-specific and as long as the learner has access to a device that can browse the web, then they should be able to access Purple Mash.

If families do not have access to any of these devices, parent/carers can contact the Pastoral Manager, Mr Hewitt, or school office to request the loan of a school laptop. Parent/carers and the pupil will be asked to sign a loan agreement and the laptop will be ready to collect from school within a day. Please note, school only have a limited number of laptops available to loan and requests will be prioritised according to need.

If families have a device but their internet provider cannot meet the connectivity needs of the whole family, or if the family do not have working broadband; school may provide data sim cards which can be used on multiple devices.

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

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

Our remote learning offer follows the school's planned curriculum (which is available on the school website) and is progressive in design. Weekly plans will be uploaded onto Class Dojo/Tapestry at the end of a week for the following week and a detailed daily timetable will be uploaded by 9am. Teachers will share a pre-recorded greeting message at the start of each day where the timetable for the day will be discussed in more detail. This video will also contain a powerpoint which can be returned to throughout the day as a visual prompt.

Pre-recorded videos will be used to support teaching and learning in a range of subjects throughout the day, enabling flexibility of use. The pre-recorded videos ensure the elements of effective teaching are present – such as clear explanations, scaffolding and feedback to inform the next series of lessons. These are also designed to develop pupil's independence, encouraging them to pause, to rewind and to manage their time.

In addition to teachers' pre-recorded sessions; high quality online teaching materials such as Oak Academy and White Rose Hub will be used to supplement teaching across the curriculum. Links to pre-recorded teaching and learning videos will be uploaded onto Class Dojo for lessons.

All children (from Years 1-6) will be provided with a learning pack which includes exercise books and subject specific workbooks to assist in the structured learning of the school's curriculum. Printed paper packs will also be distributed to families where this will enable the child to fully access remote learning.

A varied set of learning activities will be planned to provide balance between work which can be completed on and off screen. Following input, the majority of tasks should be completed away from the screen, making use of the provided learning packs by school.

Microsoft Teams may be used for some live learning where it is felt beneficial. For example, small group interventions and the teaching of phonics.

From Reception to Year 6, pupils have access to Reading Planet, which is an online library, enabling children to access a range of phonic and wider reading books at the appropriate reading level. Books are supplemented with quizzes and games to promote comprehension skills. The class teacher oversees the use of this to enable learners to progress on to the next step. In addition, the school website provides a range of links to quality e-books children can access at home. Teachers also pre-record daily storytime which children can access via Class Dojo.

### Reception

Remote learning for children within EYFS will follow the daily timetable and will include daily mathematics, phonics and English lessons. In addition, activities planned will build upon children's prior learning and cover curriculum topics which will enable children to enhance their skills across all prime and specific areas of learning. Pre-recorded lessons by teachers, including phonics and story time will supplement this offer. In addition to this; high quality online teaching materials such as Oak Academy and White Rose Hub will be used to supplement the teaching of a range of curriculum areas. Links to pre-recorded teaching and learning videos will be uploaded onto Tapestry. Parents and carers are asked to upload observations and work completed daily via Tapestry to inform subsequent planning and feedback.

## 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?

As a school, we expect all pupils to engage with remote learning. It is vitally important that during periods of remote learning pupils continue to build on their prior learning, access new learning and continue to make at least good progress. The expectation is children complete all activities set for each day and upload all completed work **daily** via Class Dojo (or Purple Mash) in order to receive timely feedback and next steps.

If children require support from the teacher, have a question / query/ concern about the work set, they can communicate directly with the teacher via Class Dojo. Teachers and pastoral staff are available throughout the day to provide support and advice and we encourage pupils (and parents) to seek this support if needed.

We are aware that many of our parents may still be working or have wider family commitments during this time and have considered this within our remote learning design to ensure scope for flexibility. There is continual access to pre-recorded lessons throughout the day and activities are designed so children should be able to access the majority of these independently. Activities are designed to provide a balance between time spent on and off screen.

We encourage parents to know about the work that is sent home and support your child to do it rather than getting directly involved in the actual assignments. We ask that parents support children in managing their time, perseverance and well-being. Having a 'five minute plan' chat with your child before they start their learning can really help them be resilient learners.

Class Dojo, Tapestry and Purple Mash are easy platforms to navigate and teachers are available throughout the school day to help with the navigation of these or any other resources learners may have issues with. If a new platform is introduced, access to this will be modelled by the teacher on a pre-recorded video.

Through the use of videos, a lot of the instructions for learning will be verbal and can be revisited at any point throughout the day. This is to ensure communication around learning is accessible for all.

We ask parents encourage their children to adopt safe use of the internet and digital technologies at home and inform school if you have any concerns over your child's safety whilst online.

One assembly per week will focus specifically on staying safe online as we recognise the increased use of the internet can also increase the risk.

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

Children's engagement with remote learning is monitored by their class teacher on a daily basis using a daily scoring system of 0-5.

Online RAG Ratings				
5	4	3	2	1
No work seen	Minimal work seen	Some work Seen	Most work seen	All work seen
	Most work seen but of poor standard/ lower standard than in class	Most of work seen of poor standard/ lower standard than in class	Most work of good standard/ similar standard to that in class	Most work of good standard/ similar standard to that in class

Where concerns are identified, the class teacher will contact parents in the first instance to see what support can be provided to overcome any barriers to engagement. This contact may initially be through Class Dojo or through a supportive telephone call.

If there is no response after a number of attempts this will be followed up by the Pastoral or SLT team in school. Further contact via telephone or home visits will take place as necessary.

## 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:

Completed work is submitted daily via Class Dojo /Tapestry or Purple Mash. All work submitted will be reviewed daily by the teacher. Acknowledgement of this may be through a tick or 'like' of the work submitted. Alongside comments of praise, Dojos will also be awarded to encourage and reward children's effort and progress. Children will have the opportunity, within certain aspects of the curriculum to self-assess their learning by marking their work against completed answer sheets which are uploaded by the teacher. (These will often model the procedure the children needed to follow to get to the answer).

Where misconceptions have occurred, more detailed feedback will be provided to pupils. Work may be sent back to the child as a draft so further work can be completed on it. All feedback on a piece of work can be viewed by the pupil, parent and teacher. If a number of children have made the same errors in their work, this will be followed up in subsequent lessons. Feedback can be through a variety of ways including: the teacher modelling the procedure pictorially; through detailed explanation within a pre-recorded video or through the adaptation of subsequent planning and activities within that subject area. Differentiated learning activities may also be provided for children who need to revisit and practice prior learning before progressing to the next step.

## **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 those 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 present to families, and we will work with parents and carers to support those pupils in the following ways:

During remote learning, school will put in place a range of strategies to ensure the needs of all learners are catered for. This includes:

- Inviting vulnerable children into school, (following government advice), to further support them in their learning;
- Ensuring personalised work packs are in place for children with SEND and EHCPs (in addition to the school offer) which meet the requirements of learning support plans and EHCPs.
- To ensure regular support and feedback is in place between parent, child and key worker/class teacher and Inclusion Manager – focusing on the child's wellbeing as well as learning needs.
- Ensure communication with wider agencies continues throughout the period of remote learning to ensure all the child's needs continue to be met at school or home. This includes remote meetings focusing on EHCP reviews, Early Help meetings, etc.

We are aware younger children in our school, e.g. EYFS children, will require more adult support when accessing their learning from home. Teachers consider this in the planning of activities. For example, through setting short and focused learning activities that parents can manage more easily which focus on key aspects of learning. (For example, developing motor skills, speech and communication).

Shared activities such as reading together or playing with sounds and numbers are also encouraged – as well as children having access to books, puzzles and toys.

Teachers will have regular communications with parents via Tapestry and telephone calls and share additional ideas and resources to enable parents to fully support their child in their learning and wellbeing.

## **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?**

If a child is unwell, there is no expectation for them to complete any remote learning.

If a child is self-isolating and well enough to access work they will have access to remote education the same or next school day (depending on the time school was informed of this). The child will be able to access a daily timetable of work and all relevant learning links via Class Dojo. Lessons will follow the year group curriculum and the same sequence of lessons for that day, where possible. As the teacher may be in class, and not available to deliver recorded lessons, other recorded learning sites will be accessed. This includes White Rose Maths Hub (which follows the same sequence of lessons as in school) and Oak Academy. Children may also be set learning tasks to complete on other sites such as; Purple Mash, IXL, Reading Planet. Completed work should be uploaded daily onto Class Dojo and this will be marked and feedback given by the class teacher (as stated previously).

Where supporting paper packs / workbooks are required, these will be made available to pupils.

Where available, parents can request to loan a school laptop and sign the loan agreement for the duration of this time.

If the class bubble is closed due to one or more positive cases of coronavirus, the class teacher or other adult will lead remote education in the same way as a school closure.

**The Remote Education Lead Person: Miss Lisa Whittaker**