



THE BISHOPSWOOD SCHOOLS FEDERATION

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.

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 aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects where the resources used may not be available at home. Therefore, teachers aim to adapt activities as appropriate, adding pictures, resources and additional website links to support learning.

Each remote education pack consists of a week of activities: daily activities for English, Maths, Reading, Phonics (KS1 and EYFS only) and Topic. Topic covers a range of subjects including Science, Geography, History, Art etc. The objectives covered are from each year group and would be for topics and learning normally taught in school at time of closure. They are from our well-sequenced curriculum, planned so that knowledge and skills are built incrementally, with some new concepts taught and practised in each subject so that pupils can progress through the school's curriculum.

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 number of hours each day as shown below. Please note the timings include time responding to feedback from teachers. Suggested timings will be reviewed half-termly and updated as appropriate.

	Subject Area	Time
Infants Year R Year 1 Year 2	Phonics	20mins
	Guided Reading	20mins
	English	40mins
	Maths	40mins
	Number fluency	15 mins
	Topic	45mins
	Total	3 hours

	Subject Area	Time
Juniors Year 3 Year 4 Year 5 Year 6	Spelling	20mins
	Reading	40mins
	Writing	1 hour
	Maths	1 hour/45mins
	Number fluency	15 mins
	Topic	1 hour
	Total	4 hours 15minutes

Accessing remote education

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

Class teachers set remote activities and upload to Seesaw (an online learning platform). All details regarding Seesaw are on our school website. You have been emailed an individual QR code to access your child's account. If you have any problems accessing Seesaw please contact the school office.

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:

- In specific circumstances, children without access to technology at home may request to borrow it from school. This can only be agreed upon if there are devices available that are not in use. If this is deemed appropriate by a member of the ESLT a parent must sign a copy of a 'Device loan agreement for pupils' before collecting the device.
- Every week, we provide printed resources in the form of the 'learning grid' and attached activities that support learning. These can be collected from the school office.
- It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on the school's discretion and the needs of the child and their family, as well as a wide range of other factors.

How will my child be taught remotely?

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

- pre-recorded teaching (video/audio recordings made by teachers e.g. Oak National Academy lessons,)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- live teaching (online sessions for teacher time to reflect on previous week)

Each remote education pack consists of a week of activities: daily activities for English, Maths, Reading and Phonics/Spelling and Topic. Topic could cover a range of subjects including Science, Geography, History, Art etc. The objectives covered are from each year group and would be for topics and learning normally taught in school at time of closure.

Using Seesaw, daily activities are posted, enabling lessons to have pre-recorded explanations, lesson inputs and feedback using text, audio and some videos to support the children's understanding of the tasks. Where appropriate, these may not be created by the school but will use a range of government recommended suggestions. Seesaw allows the sharing of resources with the children in a range of formats. We have chosen to have a combination of activities and pre-recorded teaching as we think this is the most effective way to support the children. Teachers ensure pupils have a range of activities so they are not exclusively working on a screen.

We are planning to organise regular live sessions for classes to reflect on the previous week's learning and check in with classmates and staff. We have made the decision not to film the live teaching in school. At primary level the results are varied; the teacher moves around the class, children ask questions, which may not be relevant for others, and for safeguarding reasons, only the teacher can be on screen. For children at home, the lesson would appear disjointed and not the best use of time. In addition, live teaching requires children to login at specific times and for parents with siblings, on multiple devices, this would not only be problematic but also restrict flexibility for parents needing to work from home. We have to ensure our model of remote education is sustainable. If multiple staff have to isolate or become unwell, then providing live learning for all pupils would prove impossible. Therefore, the model we have in place aims to engage and motivate the children, whilst practically supporting parents.

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?

Expectations for pupils' engagement with remote education

Assuming that a pupil is healthy and well enough to work, pupils are expected to participate as fully as possible in the remote learning process, completing independent work, and submitting tasks completed to the best of their ability or supported by an adult to upload. Each child is assigned with set pieces of work to complete each day. Their responses are shared with the teacher via Seesaw, who will feedback on their work. If there are questions about the learning, these can be directed to the teacher and will be responded to within 24 hours during school time.

Pupils have been provided with a suggested timetable to support routines in order to learn at home. We do expect children to engage in the learning as much as possible and have a Remote Learning Agreement to share with children with expectations about their learning and conduct. If a pupil is worried about a task or the overall workload, they should direct questions to their teacher.

Expectations of parental support

We appreciate parents valuing their child's education and in the current climate, parents are supporting learning as best as they can. Following the suggested timings will give structure and routine to the children's learning. For younger children this may involve supporting with the technology they find challenging such as uploading activities to Seesaw. As always, the safety of our children is paramount. So we ask parents to have full awareness of what their children are accessing online and what their activities are. Any passwords or links given should be protected and not shared.

If parents have any concerns about their child's learning they should raise these with the teacher, phase leaders, Executive Deputy Headteachers (Mrs Chapman and Miss Stevens) and then if still concerned, the Executive Headteacher (Mr Golding)

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

Checking pupils' engagement with remote education

Our digital platform for remote education provision is called Seesaw. This platform allows interaction, assessment and feedback. Teachers use this daily and will see when children have been online and uploaded responses to activities and pieces of work. Children and parents can also ask questions online to support their understanding.

Action where engagement is a concern:

Teachers will be in regular contact with the children to monitor both academic progress and their general wellbeing. Teachers feedback to SLT, particularly if there are concerns or a lack of communication so that we can work with families to rapidly identify effective solutions where engagement is a concern.

The school has a list of vulnerable families, as classified by DfE, who attend during school closure. If the children cannot attend, regular contact will be made with these families. If a vulnerable child needs to self-isolate, the school would notify their social worker/family support worker. The school will continue to use CPOMs for the recording of any concerns.

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. Teachers will provide daily feedback for pieces of work in the form of acknowledgement ('stickers' and 'likes' on Seesaw) and provide a written comment per day per child for one the four pieces. Voice recordings are also used for feedback as appropriate. Under normal circumstances, not all pieces of work are formally assessed by the teacher; this would continue to be the case for remote learning. Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, it is designed in such a way that meaningful feedback may be provided. Children can also ask questions online to support their understanding: responses to this are given during the working day but may not be immediate. In the event a teacher is unwell during a period of remote learning, feedback may vary dependent on staffing levels.

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 some 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 place on families, and we will work with parents and carers to support those pupils.

Teachers will ensure that work has differentiated options as required, for all pupils when setting online tasks. The majority of children with EHCPs should be in school, as the DfE has classed these children as vulnerable and we will work to ensure their needs are met in in-line with section F of their EHCPs. Personalised learning will be provided for any child with an EHCP who is not attending school and is working at different age related expectations to their cohort. In addition, the SENDCo/class teacher will maintain contact with pupils/parents on the register with regular support, by email or phone.

How will you work with families to deliver remote education for younger pupils, for example those in reception and year 1?

The children are familiar with the app as during June/ July/ September we used Seesaw to engage with the new children, so they already had stories and introductions to the staff.

We have adapted our remote education to suit the needs of younger children. It still follows our EYFS curriculum and principles. There are a range of activities that support both traditional learning (English, maths and phonics) as well as topic based activities that support all other areas of the EYFS curriculum. Several of the activities each week encourage the children to engage with the rest of their family as part of the learning, e.g. sing them a song or join in on a word hunt together. The activities are a range of practical and written work, using the same strategies and methods we would use at school therefore not requiring a screen, such as going on a shape hunt etc. The more interactive Seesaw activities, include the teacher teaching modelling activities to the children and voice recordings, so that the children have the learning demonstrated, particularly when introducing new learning such as phonics sounds.

We are continuing to use observations in school for the children of critical workers, as part of our ongoing assessment process.

We are incorporating our characteristics of effective learning into our comments on Seesaw- we have the same stickers as we use in school, and we can upload them onto their work when we comment back.

Each child has a pack of resources to support their learning, these include whiteboard, pens, board rubber, phase 3 phonics resources, a 10s frame, part/ whole model, and additional handwriting/ letter formation sheets.

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?

For those children required to stay off school due to isolation, each year group has compiled a week's worth of remote education linked to online learning activities and video clips, where the learning is modelled. Teachers have selected appropriate activities for the year group that complement the learning taking place this term or look at key skills. These learning timetables, named 'isolation packs', are available on our school website. Parents will need to decide whether their child is well enough to undertake the learning. Teachers will be teaching rest of the children in their class during the day so feedback given on this work will be at appropriate times during the week not daily.

Acronyms:

CPOMS – Child Protection Online Management System

DV – Disadvantaged and Vulnerable

DfE – Department for Education

EAL – English as an Additional Language

EHCP – Education Health Care Plan

ELSA – Emotional Literacy Support Assistant

ESLT – Executive Senior Leadership Team

EYFS – Early Years Foundation Stage

FSM – Free School Meals

ISP – Individual Support Plan

LTP – Long Term Plan

MTP – Medium Term Plan

PP – Pupil Premium

SEND – Special Educational Needs & Disability

SENCo – Special Educational Needs Co-ordinator

SLT – Senior Leadership Team