



‘Spurring each other on with love’

Providing Remote Education

Remote education provision: information for parents and carers

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.

What is remote education?

Remote education is a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils. Remote education is not the same as digital education. Sometimes, it may be more effective to deliver remote education through worksheets or self-led activities as these can provide the curriculum content and sequencing pupils need. It can also be easier to access for some pupils.

Digital remote education: often known as online learning, this is remote learning delivered through digital technologies.

Blended learning: a mix of face-to-face and remote methods. An example would be the ‘flipped classroom’, where main input happens remotely (for example through video), while practice and tutoring happen in class.

Synchronous education: this is live; asynchronous education is when the material is prepared by the teacher and accessed by the pupil at a later date.

The aim of education is to deliver a high-quality curriculum so that pupils know more and remember more. Remote education is one way of doing so whilst whole cohorts, bubbles or individuals stay at home.

The remote curriculum: what is taught to pupils at home

Teaching & Learning:

Our aim is to continue our core purpose of teaching and learning and ensure this is as effective as possible.

During a school or bubble closure, each pupil will be provided with learning to do at home and there are high expectations of all pupils to complete the work set. The learning will be well-sequenced so that knowledge is built incrementally, with class teachers being clear in their intention and purpose of the activity. Activities and tasks will be shared in the school Dropbox which can be accessed on the school website under the home learning tab. This will be updated regularly. However, we do recognise that health and wellbeing are paramount and we appreciate that the level of work that might be undertaken by a child will reflect the situation and circumstances at home.

If a pupil is absent for a short period of time, whilst waiting for a COVID test, learning opportunities are available on the school website which link to the curriculum for their year group.

For longer periods of isolation for individual children, parents should contact school and appropriate work will be emailed or posted.

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?

In the first day or two, learning opportunities are available on the school website which link to the curriculum for each year group. Class pages can be found via the link below:
<https://www.bickleighdown.co.uk/topic/class-pages>

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.
- The curriculum taught is planned to be carefully sequenced so that our children obtain the building blocks they need to move on to the next step.

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:

Foundation Stage	2-3 hours a day. This will include daily phonics, maths and English teaching. The provision will be a combination of recorded teaching and then activities with investigative and play based learning. All learning should be accessed through Tapestry.
Key Stage 1	A minimum of 3 hours a day This will include: <ul style="list-style-type: none">• 1 hour mathematics• 1 hour English• 20 minutes phonics• 1 hour other subjects (Geography, History, PSHE, Music, RE, Art, PE, DT, Science, Computing) In addition, we expect children to read for 15 minutes daily. Children in Year Two should complete a quiz on the book they have read using the Accelerated Reader programme. Mental maths, fluency and arithmetic practice activities will also be provided in addition to the daily maths lesson.
Key Stage 2	A minimum of 4 hours a day This will include: <ul style="list-style-type: none">• 1 hour mathematics• 1 hour English• 1 hour other subjects (Geography, History, RE, Art, PE, DT, Science, Computing) In addition, we expect children to read for at least 20 minutes, practice times tables and spellings daily. Mental maths, fluency and arithmetic practice activities will also be provided in addition to the daily maths lesson. Children should complete a quiz on the book they have read using the Accelerated Reader programme.

Accessing remote education

How will my child access any online remote education?

All links to home learning can be found on the school website via this link:

<https://www.bickleighdown.co.uk/home-learning/>

Folders containing the learning for each week as well as daily collective worship and support for mental and emotional wellbeing during school closure can be found by accessing the link below:

<https://www.dropbox.com/sh/w23rs2eihorgsxp/AAC6dvLbzipB3rIvpRc0FZ29Da?dl=0>

Accelerated Reader link: <https://ukhosted25.renlearn.co.uk/2236549/>

Foundation Stage Learning will be accessed via Tapestry:

<https://tapestryjournal.com/>

If my child does not have digital or online access at home, how will the school 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:

- We will loan laptops and netbooks to support children who do not have access to digital devices. Please contact the school office (admin@bickleighdown.devon.sch.uk or 01752 301837) if you require more information or would like to request a device.
- We will lend devices that enable an internet connection (for example, routers or dongles) where parents have told us they do not have access to the internet.
- We will print packs of learning to be collected from school to support children who do not have full access to a digital device or a printer. Please contact the school office (admin@bickleighdown.devon.sch.uk or 01752 301837) if you would like a printed pack each week. Packs will be available from the school entrance porch from Friday afternoons with the work for the following week.
- If pupils do not have online access to submit work, this can be brought to school for marking and assessment purposes. Any paper copies of work should be brought in on a Friday so that it can be placed in quarantine for 72 hours before being marked on the Monday by the classteacher.

How will my child be taught remotely?

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

Recorded teaching

- Oak National Academy is used for all English lessons
- White Rose Maths videos are used for all Maths lessons
- RE lessons recorded by our Church School Distinctiveness Leader
- Stories recorded by teachers in school.
- Children in Foundation Stage and Key Stage One are expected to watch the daily Ruth Miskin Read, Write Inc. video. Parents will be informed which videos are the most appropriate for their child to access. This will be dependent on the teacher's ongoing assessments of the child's learning needs and next steps.
- Art lessons recorded by our Art Curriculum leader

Worksheets and Workbooks

- Printed paper packs produced by teachers
- Textbooks and reading books pupils have at home

PowerPoints and online videos

- These will link specifically to the learning intention and support children's understanding of a particular curriculum area.
- PE videos to support and develop skills in a variety of physical activities including yoga, football and cricket.

Online Programmes

- **Accelerated Reader** - digital access to reading books and quizzes to check understanding of the texts being read. These are monitored carefully by class teachers and feedback will be given where the level of reading material needs to be adjusted.
- **Handwriting**- Letter-join's resources can be used online to reinforce the handwriting we teach at school. Children can trace over the letters and words and play the games on their digital devices.

Engagement and feedback

What are the school's expectations for my child's engagement and the support that we as parents and carers should provide at home?

Pupils will:

- Complete the learning set by their teacher each day and email their learning as requested by the teacher – photograph/video
- Read regularly and complete Accelerated Reader quizzes
- Complete their learning tasks to a high standard.

Parents will:

- Set a clear routine with each child and the daily learning set
- Read all communications that come out from school to ensure they are fully aware and up to date with news.
- Support their children to complete all of the learning set
- Liaise with school staff and seek support on behalf of their child when needed, with class teacher via email
- Send in the work that is requested by the class teacher each week (minimum of three pieces) by email
- Ensure courtesy and politeness to any member of staff within any communication
- Provide access to the learning offered for their children
- Support their children by emailing the teacher pictures of completed work for assessment and feedback when this is requested (for EYFS using Tapestry)

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

- Class teachers will expect to receive at least three pieces of high quality work each week.
- Class teachers will check Accelerated Reader to ensure that children are reading regularly and completing the quizzes.
- If the expected work is not received, the class teacher will contact parents by email or telephone to check whether further support is needed in order that children are accessing and completing the expected remote learning.
- Further concerns relating to engagement will be flagged up with the Senior Leadership Team who would then contact parents and outside agencies such as the Education Welfare Officer (EWO) for further advice.

How will the school 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:

- Feedback to pupils on their learning through their school email account.
- Provide additional support for children/parents through phone calls or email.
- Monitor achievement in the Accelerated Reader quizzes and contact parents to feedback where any adjustments in the level of reading books need to be made.

Additional support for pupils with particular needs

How will the school work with me to help my child who needs additional support from adults at home to access remote education?

For children with special educational needs (SEN) we realise this will have an impact on how Education Health and Care Plans are delivered. Extra attention will be given to meeting the individual needs of children and young people with SEN and their families in the event of school closure or partial school closure. The SENCo will liaise with families to support the learning at home.

- The SENCo will maintain regular contact (minimum weekly contact) with parents of children with SEND.
- The remote learning provided will be accessible to all children with SEND and will be individualised where necessary to meet the learning needs of individuals with SEND.
- The SENCo will work with families to deliver remote education for younger pupils.

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?

Remote learning will be provided which will replicate, as far as is practically possible, the learning taking place in school. When using textbooks or worksheets, we will still provide feedback and assess learning. Any worksheets will be aligned with the curriculum and provide meaningful work.

Parents should contact the school to request and agree on ways that the learning will be accessed during the child's period of isolation.