



Remote education provision: information for parents

This information is intended to provide clarity and transparency about what to expect from remote education, if local or national restrictions require **all children, bubbles/groups of children to remain at home or individual pupils** needing to self-isolate.

Our approach to remote education has our school aims at the forefront.

That all children and adults are:

- Safe
- Excellent learners
- Have excellent social and emotional skills
- Achieve and succeed

1. The remote curriculum: what is taught to pupils at home

What should my child expect from remote education during a national or local lockdown?

The aim of our home learning provision is to:

- be as close to our school learning as possible
- deliver a broad balance of subjects, supported and independent work
- be manageable at home
- enable our children to show they are 'excellent learners'
- support feedback and connection between school and home through different learning platforms

Each year group have home learning lesson plans with resources, video links and daily explanation videos from the teachers. This is emailed to parents/carers each week and is also put on the Belleville School website www.bellevilleschool.org

- **Maths:** Pupils have access to daily live instructional lessons via Zoom from teachers delivering year group National curriculum objectives and school plans. In addition, pupils have access to daily pre-recorded explanation videos from teachers. Pupils have been given relevant resources to support their learning at home including their Maths – No Problem workbooks.
- **English:** Pupils have access to daily live instructional lessons via Zoom from teachers delivering year group National curriculum objectives. In addition, pupils have access to daily explanation videos from teachers and relevant resources for each lesson. Pupils have also been given relevant resources to support their learning at home. To support children's learning of Phonics children have access to a daily live teacher input as well as a pre-recorded video which children can access any time. Pupils have a weekly guided reading session with their class teacher alongside opportunities for daily reading across the curriculum. Pupils have access to various E-Books through Bug Club to support their reading and comprehension skills.
- **Wider curriculum:** Pupils have access to live daily instructional lessons and activities covering the wider curriculum via Zoom. These lessons follow our planned curriculum coverage where possible and have been adapted for home learning. Subject overviews taught in Spring 1 can be found here: www.qle.co.uk
- **Talking Together:** Pupils have a weekly session with their class teacher to celebrate achievements from the week as well as an opportunity to meet with their class and teacher.
- **Phone Calls:** Pupils will receive at least one weekly phone call from their class teacher to maintain contact and offer any extra support needed. Selected children will receive additional phone call support within the week.

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 have made some adaptations in some subjects. For example:

- 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.
- We will not be able to provide PE lessons in the same way. We will instead provide activities for all age groups on how children can remain active at home.

2. Remote teaching and study time each day

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

The government's [minimum expectation](#) is that schools will set work for primary pupils for at least three 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.

- **Maths:** one hour a day
- **English:** one hour a day

- **Phonics/Transcription:** up to one hour per week
- **Wider curriculum:** one hour a day, two in KS2
- **Guided Reading:** half an hour a week
- **Total:** 3 - 4 hours per 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 trust website: www.qle.co.uk
- Our school website: www.bellevilleschool.org
- *Maths – No Problem!* online resources and workbooks
- SeeSaw- Years 1-6
- Tapestry – Early Years
- Zoom (for class meetings)
- Reading – Bug Club
- Oak Academy resources/BBC Bitesize

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 www.bellevilleschool.org to discuss this, in confidence.** The school will do what it can to help. We will provide:

- School equipment: a laptop, tablet, or dongle (to enable internet connection). You will be asked to complete an agreement form.
- 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: 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.

Accessing printed materials: We have provided Maths workbooks, Literacy support materials and stationery packs to support children's learning at home. Where necessary the school will provide printed materials.

How will my child be taught remotely?

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

- Weekly plan outlining learning objectives and expectations of the lesson
- Daily live teaching via Zoom from class teachers
- Recorded daily explanation videos from teachers
- Downloadable worksheets with details of activities to complete at home
- Live Guided reading sessions with the class teacher
- Interactive online activities (for example via the *Maths – No Problem!* platform)
- Textbooks and reading books
- Submission of work and teacher feedback (e.g. via SeeSaw or Tapestry)
- Some project work and/or internet research activities
- Weekly live class Talking Together sessions via zoom
- Occasional use of other commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences eg; Oak National Academy and BBC Bitesize

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. As detailed above, this is expected to require around 3.5 hours per day and will require access to the internet and use of a laptop or tablet for some of that time.

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. We understand that activities may be completed on different days over the course of each week.

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:

- Daily class zoom meetings: we will monitor attendance
- SeeSaw/Tapestry: we will check daily each pupil's work uploaded
- Weekly individual phone calls

Where your child's engagement is a concern, we will contact you directly. This may involve arranging a phone conversation to discuss any issues.

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

Feedback can take many forms and may not always mean extensive individual written comments. Whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feedback is as follows.

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

- Daily feedback on pieces of work via SeeSaw or Tapestry which may include written feedback or voice notes
- Whole class feedback via daily Zoom meetings or class Talking Together sessions
- Weekly individual phone calls
- Guided Reading sessions via Zoom

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. These may include additional interventions delivered via Zoom, phone calls to support learning or specific materials delivered to children.

Where a pupil has provision specified within their EHC plan, decisions on how this can be delivered will be informed by relevant considerations. Where appropriate and safe to do so, individuals will be invited to access the in school provision. 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.

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 or a class bubble are self-isolating but the majority of their year group are still in school, remote education will need to be different to the approaches set out above. 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:

Class Bubble Closure:

- Work will be provided weekly, by email covering a broad and balanced curriculum to reflect, where possible, the in school provision
- A weekly phone call on Day 1 will be arranged with the class teacher (or another member of staff where applicable)
- Where the teacher is well, daily live Zoom inputs following above schedule, including weekly guided reading sessions
- Children will be expected to upload their work on SeeSaw/Tapestry daily. Feedback will be provided by the class teacher if they are well enough to do so. Where not possible, arrangements will be made for feedback on the child's work by the Phase Leader

Individual pupils self-isolating:

- Work will be provided weekly, by email covering a broad and balanced curriculum to reflect, where possible, the in school provision
- Where the child is well to do so, children will be expected to upload their work on SeeSaw/Tapestry daily. Feedback will be provided by the class teacher
- Individual weekly phone call will be made
- If there are safeguarding concerns, individuals will receive more frequent phone calls

This document follows the government template provided at

www.gov.uk/government/publications/providing-remote-education-information-to-parents-template.