REMOTE EDUCATION

BCA

This document explains what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19). It should be read in conjunction with our Remote Learning policy and also our Review of Remote Learning provision.

The information has been published on the school websites in February 2021

This policy was updated, to take effect from:	**February 2021**
It was ratified by the governing board on:	**09.02.21**

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 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?

- All children have been provided with a pencil and an exercise book to keep at home. This is to be used in the event of a bubble closure or lockdown.
- Provision available immediately will include the uploading of work to Evidence Me, Purple Mash or Teams, depending on the year group of the child. All children have their login details.
- For pupils who do not have suitable online access, printed resources will be available to them to ensure that they have the same access to learning.

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 have needed to make some adaptations in some subjects. For example, Year 4 have changed their Science topic from Sound to Living things in their habitats, due to the resources that would be required to teach sound effectively.
- Each year group follows a similar timetable to the one that they would use when the children are in school learning.
- We are using our specialist staff to record short weekly videos in both Spanish and PE. Our specialist Art teacher is producing simple step by step instruction handouts. These are shared with the children accessing remote learning, as well as those currently in school.

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 a day
Key Stage 2	4 hours a day

Accessing remote education

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

These are the names of the online tools or digital platforms that we are using, either for delivery or for assessment.

- We are using 3 different learning platforms for our remote learning.
- Nursery and Reception are using Evidence Me.
- KS1 are using Purple Mash.
- KS2 are using MS Teams.

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:

We do have a number of laptops and iPads which are available to loan out to parents throughout the period of partial closure. At the time of writing this document all devices are currently out on loan.

The priority in terms of who will be entitled to a device, will be as follows:

1. Disadvantaged (including those with an EHCP) children who do not have access to a device and whose face-to-face education is disrupted.
2. Disadvantaged children in any year group who have been advised to shield because they (or someone they live with) are clinically extremely vulnerable
3. Any child who has no access to any electronic device at home
4. Any child who has joint use of a device at home or only access via a mobile phone.

- If you consider your child falls into one of the above priorities, please let us know by emailing on receptionist@belmontcastleacademy.org.
- There are also a number of Vodafone SIM cards, each with 30 GB of data, if required, please let us know by emailing the address above, these will be given out on a first come first served basis.
- For pupils who do not have suitable online access, printed resources will be provided to ensure that they have the same access to learning. Parents are asked to either phone the office or contact their year groups on the appropriate email address if they require a pack. Parents will be able to collect the packs from school or they can be posted out.

How will my child be taught remotely?

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

To teach our pupils remotely we are using the following:

- Nursery and Reception are using Evidence Me, where pre-recorded videos and work are uploaded daily. Work completed is then expected to be uploaded, for feedback to be provided.
- Year 1 and 2 are using Purple Mash, where pre-recorded videos and work are uploaded daily. The work set is then expected to be completed on Purple Mash, or a clear photo of the work to be uploaded, for feedback to be provided. The worksheets do not have to be downloaded or printed; children can open the videos and documents (Word or PDF) and do their working out in their exercise books; children can then take a photo of their work and upload it on Purple Mash.
- KS2 are using MS Teams, where daily live lessons occur, and assignments are set. Each lesson will consist of a short live starter or explanation followed by a suitable activity for the children to complete.
- Printed paper packs and work emailed home are available on request.
- Websites that the school subscribe to, such as Purple Mash, Times Table Rock Stars continue to be utilised.
- A variety of commercially available websites may be used to support the teaching of specific subjects or areas, including video clips.
- The school's specialist Spanish and PE teachers are pre-recording short weekly videos.
- The school's specialist art teachers is producing weekly step by step handouts for art tasks.
- Thurrock Music Services is also providing pre-recorded music lessons.

Engagement and feedback

What are our expectations in terms of the child's engagement and the support that we ask parents and carers to provide at home?

Staff can expect pupils learning remotely to:

- Assuming that they are in good health, learners will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability.
- The school does not expect learners to have access to any specialist equipment that would usually be provided by the school (e.g. science or art).
- Be contactable during the school day – although consider they may not always be in front of a device the entire time.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they are not able to complete work.
- Treat remote learning as if they were in the classroom where usual classroom rules will continue to apply. This includes being appropriately dressed, sitting up smartly when listening to the teacher, following instructions appropriately and not eating during lessons.
- If learners need to take a break e.g. to use the toilet they should inform the teacher before doing so.
- To follow the normal protocols associated with using remote platforms such as MS Teams: to be on mute when first joining, to use the raised hand symbol when necessary, to recognise the importance of turn taking.

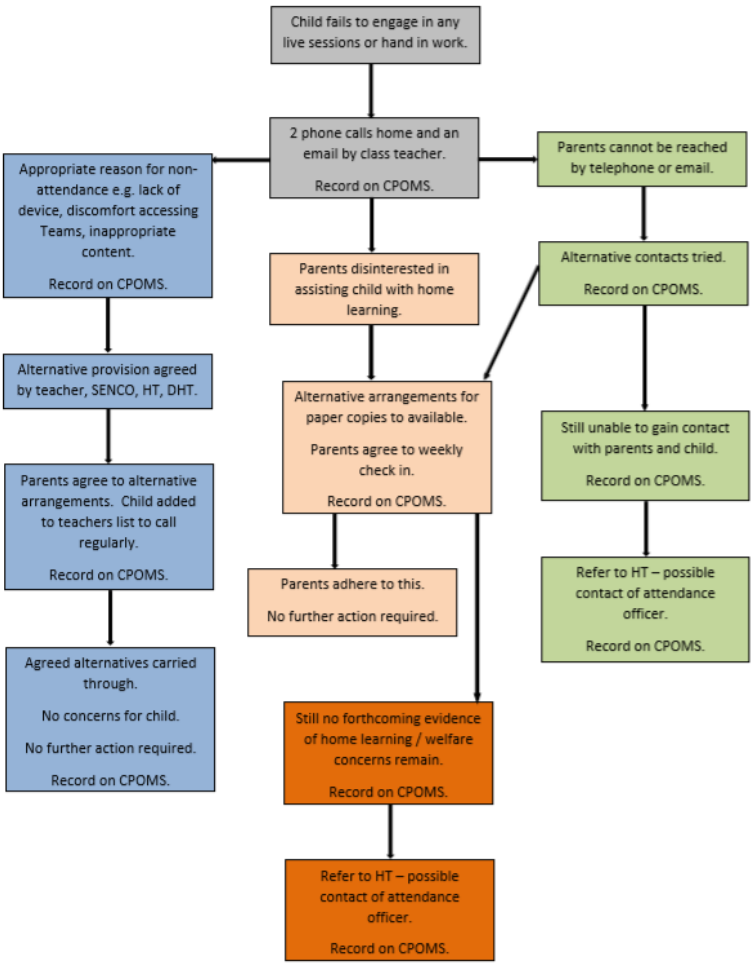
Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work.
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.
- If learners or parents have any questions about the nature of specific tasks set, these should be directed towards the class teacher. If there are questions about a learner's overall workload (e.g. a learner feels they are overwhelmed or falling behind), these should also be directed to the learner's teacher, via the year group email.

How we check whether the child is engaging with their work and how will we inform you if there are concerns?

- From Nursery to Year 6, a daily record is kept to check each pupils' engagement, for each lesson per day. Each teacher will have a record for their class.
- In the first week of Remote Learning, the name of any child identified as not engaging in remote learning is passed to the pastoral team, where phone calls home are made.
- Staff to follow the 'Protocol for children not attending Remote Learning sessions'

Protocol for children not attending Remote Learning sessions



How will we assess your 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:

- Teachers will access the completed work that pupils will turn in after each lesson.
- All work will be acknowledged.
- Next steps will be provided where appropriate.
- On Purple Mash, audio/voice feedback will be utilised.
- On Teams, highlighting will be evident where appropriate.

Additional support for pupils with particular needs

How will we work with you to help your 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 in the following ways:

- The SEN department work closely with parents and carers to work out how they can deliver remote learning.
- We complete weekly Reasonable Endeavours Plans with the families of pupils who have an EHCP. We map out how they can deliver elements of provision, appropriate to home learning.
- Those with an SEN need have been prioritised in the loaning of laptop /iPad/ SIM Card technology from school, to enable clear access opportunities.
- For those who require / desire paper packs, we try to ensure that they are differentiated, appropriate and accessible to the level of need required by our SEN learners.
- The school's website SEND page has been updated to provide useful resources and links for all parents and carers.
- For our younger pupils, we encourage teachers and TA's to plan special practical tasks that parents or carers can facilitate within the constraints of their home.
- We allow the loan of practical items from the school that may help provide elements of provision (as set out in an EHC Plan) to parents or carers who we feel need them.

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 your child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

- Children will be provided with either paper packs, which will be posted out, work can be emailed or uploaded to the appropriate learning platform, depending on the year group.
- The work provided will match the work being covered in class that week.
- Additional resources, such as PowerPoints will be provided where possible.
- No face-to-face teaching will occur.
- Some task may differ slightly depending on the activity and the accessibility of it at home e.g. a shared write lesson.