



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 document.

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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?

Initially in the first two days, pupils will receive online resources, which will be uploaded to the school's VLE. The work set will include teaching slides and worksheets to be completed; all work uploaded will be saved as PDFs to allow a variety of electronic devices to be used. Each day a Maths, an English and a non-core lesson will be uploaded.

An exercise book which will have each child's passwords inside the front cover, and a stationary pack (pen, pencil and ruler) will be provided for every pupil. This is to be collected from school by each parent.

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?

Throughout school, we will teach the same curriculum remotely as we do in the classroom. All children will have equality in their learning whether they are in school or at home. All our children are being taught just in different 'environments'.

To ensure there is consistency, teachers will plan, resource and video each lesson for all our pupils. Like our pupils at school, our pupils being home schooled will have the opportunity to live chat with a teacher in each lesson through Teams to ensure they have understood the task, or if they need further teaching to understand and deepen learning.

For families that are unable to rigidly follow the timetable, the lesson videos and resources are always available to be used at any point throughout the day. There is also a year group email address which can be contacted at any time during the school day.

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:

Primary school-aged pupils	EYS – Up to 3 hours KS1 – 3 hours KS2 – 4 hours
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Accessing remote education

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

At Baildon CE Primary, we use our school's VLE platform (<https://baildonce.co.uk/parents-and-pupils/vle/>) for families to access all work from. On the school's VLE, there will be a timetable for the week and tabs where each lesson and resources will be found.

Alongside the VLE, to ensure our pupils learning from home have contact with teachers in school, we will use Microsoft Teams. Each lesson will be introduced by the teacher who will explain what the lesson entails whilst reminding them where to find the lesson video and resources. The teacher will then be available throughout the lesson to answer pupils' questions or concerns. During this time, pupils at home can have things clarified, retaught or deepened if needed.

Work completed at home is to be emailed to the teacher through the year group email. We understand how time-consuming uploading work daily could be for families with numerous children therefore we will ask parents to email all the completed work when it is convenient to them, but at least once a week.

Instant feedback is to be given during the live Team chats. Teachers are to address any major misconceptions when they receive emailed work. Once a week, teachers are to give detailed feedback in Maths and English to all pupils.

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:

To ensure all pupils are learning at home can access our online, we regularly reach out to all our families through our newsletter to see whether there are any who are technologically vulnerable. We ask any families who would struggle to access online learning to contact school.

During the first week of an enforced closure, the Remote Learning Team will monitor which children are not accessing the online learning. Any families who are not managing to log on online will be contacted and supported through the remote learning process. If lack of devices is the barrier, school have a limited number of devices available to loan out to parents and these are distributed to families with the most need.

Families who do not have access to the internet can be potentially provided with Wifi routers or school can apply for additional 4G through parents' mobile providers.

If any family feels they are technologically vulnerable through lack of devices or through not having access to the internet, we encourage them to contact the office.

If working on an electronic device is a barrier to learning for children with additional needs, we can provide packs of works for individual pupils. In this situation, the expectation is that parents would drop off all work completed at

How will my child be taught remotely?

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

The vast majority of lessons will be pre-recorded lessons by the year group teachers to be played alongside the live online chat on Microsoft Teams. There will be times where other websites are used, for example: White Rose Maths, Oak Academy and NTCEM. On a few occasions, there will be PowerPoint slides and tasks given for pupils to access and complete. Other than the PE lesson (Friday afternoon) all lessons should have a teacher from school available through the live chat.

All work is to be completed in the pupils' exercise books.

At the beginning of the day, children are asked to log in live and register for Collective Worship and they also join together for a live Story Time at the end of the day - both of these sessions take place on Microsoft Teams.

On a regular basis, Class battles will take place on TT Rockstars across Key Stage Two. To encourage all users, trophies have been purchased, which will be presented to the winning class in each year group and stickers will be presented for children who have taken an active role in their class score.

Children in EYFS and Year 1 will be actively encouraged to use Numbots to improve their number bonds, addition and subtraction both in and out of school. Stickers will be presented to all children who have accessed Numbots.

In EYFS and KS1, Phonics will be taught daily following the Letters and Sounds programme. Lessons will continue to follow the 4 part teaching sequence of revisit, teach, practice and apply. Teachers will provide interactive lessons which include: pre-recorded videos, Espresso links, Phonics Play games, Jolly Phonics songs and DfE letters and sounds video links.

Phonics lessons will be planned to ensure that the children do not need any additional resources to support their learning, other than the video lesson, games and workbooks provided. Any additional games planned are using paper and pencil or resources the children will have access to at home.

The phonics lessons are supported by the Collins EBooks available for each child.

During remote learning, Reading engagement, fluency and comprehension will continue to be a whole school priority. We will continue with the phased teaching approach of English, taught through pre-recorded video lessons and supported through live sessions every day. In addition, we will prioritise Reading on the timetable by requiring all learners at home or in school to take part in 1:1 reading every day between 1pm and 1:15pm.

Through Accelerated Reader, all children in KS2 have access to a platform called myON - digital library of over 6000 illustrated and animated eBooks. With their individual profiles, children can rate and review books they have read and over time the platform builds up a picture of their reading profile, tailoring their recommendations accordingly. Teachers have access to a wealth of data to demonstrate who is reading, how often, and the texts they have chosen.

To strengthen children's love of reading, promote reading for pleasure, and to expose all children to quality children's literature, teachers will share story time with their class live on Teams at the end of every school day between 2:45pm and 3pm.

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?

Wherever possible we would like pupils to log on to register and join together for Collective Worship between 9am to 9.30am. We understand this is not always possible depending on families' commitments.

To support families, a weekly timetable will be uploaded onto the VLE. This will ensure all our pupils understand the expectations for home learning. Where possible, we will encourage our parents to stick to the timetable and have a routine, which works for their family. From questionnaires sent during the last lockdown, families that were more successful in initiating learning at home embedded a daily routine from the start. To also support engagement at home, the majority of the lesson videos will be of their teacher. At the start of each lesson, there will be a short live introduction by the teacher which will allow pupils to understand that work is being set by the teacher and supported by the parent at home.

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

A daily register will be taken by the teacher between 9am to 9.30am. The teachers will also be recording on the register any pupils they have contact with through the lessons or work emailed in. Any children we have not had any form of contact with for that day will receive an email offering support. Where participation does not improve after the initial email, phone calls will be made the next day. Should families still fail to engage at all with the school and contact is unable to be made, then a home visit will take place to ensure there are no safeguarding 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. 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:

Instant feedback will be given to all children accessing the live chats.

When work is emailed in, brief feedback will be given on the work which is sent.

Once a week, there will be detailed feedback given to each pupil in Maths and English.

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 in the following ways:

During the initial two days of remote teaching, the Inclusion Leader at Baildon CE will ring all our families who have children with special educational needs. During the dialogue, they will discuss any predicted barriers to learning and offer any support needed to enable the child to access learning.

Over the period of remote teaching, the Inclusion Leader will regularly contact families to see how learning is going and whether there is anything further the school can put in place to ensure the needs of their children are met.

For families of our younger children, we understand the increased support parents will need to give their children to access the online learning. As a result, we will provide shorter recorded lessons which will give families the flexibility to do short bursts of learning alongside the play aspect of the day.

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?

When a pupil is self isolating and the rest of the year group is in school, there is a different approach to the one described above.

On day one, a member of the Remote Learning Team will ring the family to see how they are and explain how learning will happen over the next 10 days. The Remote Learning Team will then contact the pupil's teacher who will provide the resources that will be taught in Maths, English and Creative Curriculum in PDF form. The parents will be asked to email completed work back and feedback will be provided.

If the family is technologically vulnerable, the work will be printed off and will be dropped safely at their house to complete.

At the end of the week, the pupil's class teacher will ring the child to see how they are getting on with the work.

If a pupil is self-isolating at the same time as a National Lockdown, they are to continue to access the remote learning over the school's VLE and Microsoft Teams.

This approach will ensure all pupils are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of subjects including providing feedback.