



Bishop Loveday CE Primary School

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?

In the first day or two of pupils being sent home, either due to a national lockdown or partial/whole school closure, your child will be provided with learning on Microsoft Teams. This will consist of a range of activities and planning to support you to access learning with your child. The Oak Academy may be used to supplement learning at this stage.

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:

- Where children would not have equitable access to resources at home, i.e. in some DT sessions, the curriculum has been moved around to facilitate this, whilst also ensuring coverage across the year.
- In PE, children in school have continued with their two weekly PE lessons. The PE team have provided shorter, more regular, sessions for children at home to engage in, as we understand that it is not possible to continue with some of the PE curriculum without the equipment.

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:

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| EYFS | 2.5 hours of directed learning and up to 2 hours of parent led or child initiated learning (play and exploring) each day |
| KS1 | 4 hours of directed learning |
| KS2 | 4 – 5 hours of directed learning |

All classes have a session at least once a week, where children can share news and catch up (virtually) with each other.

Below is an example of a typical week for each year group:

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| EYFS | <ul style="list-style-type: none">• At the start of each week, parents are provided with an overview of the week's work, with suggested activities, linked to the topic, that enable children to play and explore within all the areas of the EYFS.• Children have a 30 minute online live group on a Monday morning, so that teachers can introduce the week's learning to the children.• Children have a 30 minute session with in their keyworker group each week. This session has a teaching focus (this focus changes weekly).• Children have a 30 minute phonic session daily.• Children will have a 30 minute maths sessions daily.• In addition, children will have a range of activities to take part. These activities will provide opportunities for children to play and explore in all areas of the EYFS curriculum.• Children have a daily online story with their teacher, with a book talk session (about 30 minutes).• Each day, children are provided with a topic related session, of about an hour. There is a different focus each day, but over the week, there is a PE session; worship and RE session; PHSE session, outdoor learning session and a writing assignment – linked to the learning throughout the week. |
| Year 1 | <ul style="list-style-type: none">• The children have a timetable for each week, so that parents know what to expect.• There is a 45 minute phonic session every day. Monday to Wednesday, this is based on the phonic book that the children are working on. Thursday and Friday, the teachers record 3 differentiated sessions each day.• The children have a 45 minute maths lesson daily. This is delivered using the White Rose curriculum and videos to support parents. There is an additional 'on the boil' maths session for children to access (about 15 minutes)• Children have a 45 minute handwriting session on Monday and a writing through the curriculum session on the other days – this may have a science, history or geography focus, depending on the topic. This is either delivered through live sessions or recorded sessions.• Children have a 30 minute story-time session each day – pre-recorded by their teachers. This includes book talk (to cover a range of reading skills).• Children also have a RE (supported by a PPP and embedded video/questioning) and PSHE (using SCARF planning for parents) session |

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| | <p>during the week (30 minutes each) and a 40 minutes music lesson (pre-recorded).</p> <ul style="list-style-type: none"> • Children have 2 hours of PE. This includes one session that mirrors the PE lesson in school and some shorter sessions for parents to use on a daily basis at home. • Children have worship sessions every week, planned by our Worship Leaders and uploaded to TEAMS for parents to access. |
| Year 2 | <ul style="list-style-type: none"> • Children have a 15 minutes live 'The week ahead' session on a Monday morning. • 30 minutes a day of physical activity (either Joe Wicks, Cosmic yoga, or workouts from the KS1 maths collection). • Children have a 45 minute phonics or guided reading session (depending on which group they are in). This is live or recorded. • Children have four, 45 minute maths sessions – either a live teaching session, recorded session, set assignment or White Rose session. • Children have a 45 minute writing session, either a live session, recorded session or assignment. • Children have an additional hour long session each day of either: RE, Art/DT, Geography/history or PSHE. • The children have a live storytime with their teachers daily. • Children have worship sessions every week, planned by our Worship Leaders and uploaded to TEAMS for parents to access. |
| Year 3 | <ul style="list-style-type: none"> • Children have a short Warm Up – let's get moving session at the start of each day, followed by a live meeting to share the day's learning objectives. • Children have a 45 minute guided reading session daily • Children have a short spelling activity (using Purple Mash) daily and a 45 minute writing lesson daily (a mix of live and recorded lessons) • Children have a daily 45 minute maths sessions - White Rose sessions or practical activities, supported by a lesson plan. • Children have an additional hour long session each day of either: RE, Art/DT, Geography/history, French, Music, Computing or PSHE. • The children have a live story-time with their teachers daily. • Children have worship sessions every week, planned by our Worship Leaders and uploaded to TEAMS for parents to access. |
| Year 4 | <ul style="list-style-type: none"> • At the end of the previous week, the parents are provided with a timetable overview of the following weeks work so that they know what to expect and prepare for the live lessons/assignments planned. • Every Friday, the children have a live meeting to reflect on their weeks learning; share their achievements and participate in fun activities to end the week. • Children have 4 one-hour reading lessons (live or assignments). • Children have 5 one-hour writing lessons, including spelling (a mix of live, pre-recorded and assignments). • Children have 5 one-hour maths lessons. This is delivered using the White Rose curriculum with videos to support parents and children (a mix of live or assignments) • Children have an additional session of: RE, Art/DT, Geography/history, Science, ICT or PSHE each day • Children an hour online drumming lesson with their music teacher each week. • For PE, children have a weekly 'Have Fun – Get Active' challenge (using recorded sessions from the PE team) and additional physical activity suggestions (Joe Wicks, Youth Sport Trust Primary PE Activities, Get Kids Moving!) for the week. |

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| | <ul style="list-style-type: none"> • The children have a pre-recorded story-time with their teachers daily. • Children have worship sessions every week, planned by our Worship Leaders and uploaded to TEAMS for parents to access. |
| Year 5/6 | <ul style="list-style-type: none"> • Children have 4 one-hour reading lessons (pre-recorded). • Children have 5 one-hour writing lessons (a mix of live, pre-recorded and assignments). • Children have 5 one-hour maths lessons (a mix of live, pre-recorded and White Rose). • Children have an additional hour long session of: RE, Art/DT, Geography/history, French, Music and PSHE during the week. • For PE, children have a daily challenge or weekly challenge and additional PE lessons (using recorded sessions from the PE team). • The children have a live or pre-recorded story-time with their teachers daily. Children also have a live well-being session/catch up with their teachers. • Children have worship sessions every week, planned by our Worship Leaders and uploaded to TEAMS for parents to access. |

Accessing remote education

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

Children's learning will be shared on Microsoft Teams. All children have MTEAMS accounts and have been provided with passwords and usernames.

Children will also be directed to learning activities on Purple Mash and TT Rock Stars, both of which school have provided access to and usernames and passwords.

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:

- Parents have all been contacted and school has enquired about access to IT. Where access is limited or causes interruption or difficulties in accessing learning, school has offered to loan a laptop to the family. To date, more than 60 laptops have been issued.
- Data SIM cards have been provided to all families who have limited wifi, following an email to assess the need.
- Where pupils need a personalised curriculum, that can be better supported with printed work and practical activities, these are provided by teachers.
- All children now have online access, either through a laptop or iPad. Work can either be submitted on the device or a photo of the can be uploaded or sent to the class teacher.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- live teaching (online lessons)
- recorded teaching (e.g. video/audio recordings made by teachers or Oak National Academy lessons)
- Power Point Presentations, introducing the learning objectives and teaching the knowledge and skills, with tasks explained on the PPP. Recorded sessions are often embedded within these to support pupils with their learning
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, i.e. White Rose, Purple Mash, TT Rock Stars
- printed paper packs produced by teachers – where necessary, to support children working on a personalised curriculum
- Teachers will provide a weekly overview of learning to support parents and children to plan their week

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?

It is expected that all pupils engage with remote education. We understand that many parents are working from home and may be supporting a number of children with home-learning. We have asked for reading, writing and maths to be prioritised, ensuring that core learning is engaged with.

We expect parents to support their children to plan the week's learning, using the weekly overview provided by the teacher. We also expect parent to support children to set routines and encourage children to develop good behaviour for learning at home, ensuring that live lessons are not disrupted for other children.

Where support is needed, we expect parents to contact the teachers if they are unsure of how best to support their children.

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

Pupils' engagement with remote education will be checked daily.

A log of every child's engagement is recorded and shared with the inclusion team.

Where children are not engaging, teachers will email and phone to discuss ways to support parents to help their children. If parents do not respond, the welfare officer is asked to check in with the family to ensure they are ok.

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:

Assignments set on TEAMS will be individually marked and feedback provided for children. All pupils have assignments set every week.

During live lessons, in the moment feedback is provided to children, in response to questions, answers or comments added to the chat.

Where parents and children are provided with the marking scheme for a piece of work, teachers will provide more holistic feedback to the children, promoting engagement and enjoyment of learning.

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:

In this section, please set out briefly:

- All children with an EHCP have been offered a school place. In addition, children being assessed for an EHCP have been offered a school place.
- Children who need a personalised curriculum in EYFS, KS1 or year 3/4 will have a work pack produced, supplemented by pre-recorded sessions. Children in year 5/6 have a gold folder on TEAMS where they can access personalised learning

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?

If children are self-isolating when school is fully open, parents will either be able to access their child's curriculum on TEAMS or will have it emailed to them.

Where possible, children will be able to join in with the lesson in school, through a live link. Alternatively, planning may be provided for parents, to ensure that they can adequately support their children at home.

Oak Academy will be used to supplement learning, especially if the teacher is also self-isolating or unwell.