

Remote Learning

This guide sets out our remote learning offer, to be followed in times of national or local lockdowns, or the closure of a school 'bubble'. For information on remote learning offered to individual children who are isolating, please see the final section of the guide.

1. What should my child expect on the first day or two at home?

In times of lockdown or after the closure of a school bubble, we will begin using Google Classroom and Tapestry to provide remote learning from the first full day of closure. This will look very similar to the approaches described above, although lessons may be 'one off' sessions, to allow teachers more time to thoroughly plan-out their learning for the coming weeks.

On the first day of closure, we will contact parents (via the School Gateway app or email) with information about remote learning for their class. Where login details have not recently been sent to parents, these will be sent out on the first day of closure.

Within the first 2 days we will also contact parents to ensure that all children have access to suitable IT and online access. See section 5 for more information on how we will do this.

2. Will my child be taught broadly the same curriculum as they would be if they were at school?

We will teach the same curriculum as we do in school wherever possible and appropriate. In Maths, we will continue to use the Herts Essentials scheme to support our planning and delivery, while in English we will continue to build sequences of learning around the principles of Talk for Writing. However, we will need to make some adaptations in some subjects. For example:

- In Science it will not be realistic to expect children to carry out practical work and experiments at home, so teachers will focus on subjects where this is less vital to learning (eg. in Year 6, the teaching of evolution can be done effectively online; electricity cannot).
- In Art and Design, children are unlikely to have access to the resources needed for watercolour, printing or clay work at home, however sketching techniques can still be taught and developed.
- Similarly, Design Technology presents some real challenges for remote teaching, and while mechanisms and construction techniques can be shared and discussed remotely, these will need to be returned to in practical, hands-on contexts when children are back in school.

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3. How long should I expect work set by the school to take each day?

Nursery and Reception:

We recognise that all learning will need a great deal of interaction from adults at home - and also that a great deal of it will be built around play. The online activities, teaching videos and materials provided in packs should take around an hour to complete, with further activities and ideas provided to support child initiated play throughout the day.

Years 1 - 6

At least 4 hours a day (3 hours in Year 1/2), through a combination of participation in live lessons, engaging in other learning activities (see section 6), completing tasks and worksheets linked to this learning, daily reading, mathematics and other 'challenge' activities set by class teachers.

4. How will my child access remote education?

Nursery, Reception and Year 1:

Tapestry - login at <https://eylj.org/>

Years 2 - 6

Google Classroom - login at classroom.google.com

If you have any issues with logging into either platform or with accessing your child's work, please contact us via admin@bedwell.herts.sch.uk.

5. If my child does not have digital or online access at home, how will they be supported?

We recognise that some children may not have suitable online access at home. We will support these children and their families by:

- Supplying laptops to children who do not have a suitable device of their own. We recognise that parents who are working from home will not be able to share their device for long periods during the day, and that where several children in a household all need to access remote learning, they will need a laptop each.
- Providing mobile dongles (with pre-paid data allowances) to children who do not have wifi access at home.
- Supporting parents with technical issues over the phone or via video chat wherever needed.
- Contacting all families during the first two days of remote learning to find out who needs additional devices or support with online access. This will be followed-up with phone calls to families whose children have not logged into their learning platform in the first week, to ensure that a lack of digital access is not the limiting factor.

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6. How will my child be taught remotely?

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

- Regular (usually daily) live lessons with class teachers
- PowerPoint or Google Slides presentations created by class teachers, with pre-recorded narration
- Live or pre-recorded lessons delivered by subject specialists (eg. in PE or French)
- Recorded lessons from teachers at Oak National Academy
- BBC Bitesize videos and resources
- Ruth Miskin phonics and Oxford Owl spelling videos and resources (which match the curriculum usually delivered in school)
- Activity packs and games for parents to use with children (particularly for younger children and those with additional needs)
- Resources provided by museums and other educational establishments (eg. National Marine Aquarium, STEM Learning, Schoolreaders Storytime)

7. What are the school's expectations for children and parents during periods of remote learning?

Children:

- Give everything a go - just like in class, we don't expect everything to be correct or 'right first time'.
- Let someone know if you're stuck - if someone at home can help, that's great, but if not, talk to your teacher about it in a live lesson, ask an adult to post something on your class stream or email your teacher about anything you're finding difficult.
- Be awake, dressed and ready to go at school time, just like you would be if we were in class.

Parents:

- Try to maintain a school-day routine - getting up, dressed and breakfasted by 9am, logging onto live lessons regularly and completing learning activities during school hours
- Try to provide your child with a quiet area in which to work, free from distractions
- Check what work has been set each day, talk about this with your child and agree the order they will tackle it in - what will be done first, what will be left until the afternoon?
- Be aware of the work your child is producing and talk to them at the end of the day about what they have learnt
- Support your child in engaging with the feedback that they receive on completed activities, which will also give you the opportunity to find out more about how they are getting on with their learning
- Let the school know if you're having technical issues or if your child is finding a subject or area of learning particularly tricky

8. How will children's work be assessed?

Nursery, Reception and Year 1:

Tapestry allows parents to post comments about what their child has done, and class teachers will respond to these, building home-school dialogue. In EYFS, these posts are recorded in learning journals (as is usual practice). In Year 1, parents are encouraged to leave work on their doorstep to be collected when the next activity pack is delivered, which is assessed by the class teacher after being quarantined at school.

Years 2 - 6

Teachers will post comments against all activities that are completed on the day they were set. These will appear in the 'private comments' section of Google Classroom when work is returned. This feedback will be broadly inline with usual classroom practice:

- For English and Maths, teachers will specify what children did well and give a 'moving on' comment that suggests something that could be corrected or improved, or a next step that the child could make.
- For all other subjects, comments will reflect how children did overall on the activity, and identify what was done well.

9. How will children with special educational needs and disabilities (SEND) be supported?

We support children with SEND through a combination of:

- Supporting parents directly, through phone calls, video chats and one-to-one sessions with them and their child
- Teaching in a wide range of styles, so that children can find something that suits them - some children with SEND really enjoy live lessons, but others find it hard to process
- Giving children activities where there is a range of levels of complexity to choose from, providing those who are working below age-related expectations with an appropriate level of challenge
- Differentiating questioning during live lessons
- Sharing model texts, model responses and 'this is how I would have done it' examples, so that children (and parents) can see what is expected of them, and can 'magpie' from these
- Providing sentence starters, cloze procedures and visual prompts to support children in giving written answers
- Differentiated activity packs for Nursery, Reception and Year 1
- Encouraging children to pick and choose from the activities on offer, finding the subjects or methods of delivery that they prefer
- Providing practical materials to support remote lessons (eg. playdoh for Y4 work on 3d shape, cardboard clocks to support Y3 maths etc)

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10. How will the school check that children are engaging with their work, and how will parents be informed if there are concerns?

Teachers monitor and feedback on the work that children produce daily (see section 8). Each week, they complete a register of who has been engaging with their work; where children have not engaged, the School Office will contact parents to check on the reasons for this, and to offer support where possible.

If children still do not engage, class teachers will contact parents to ascertain the reasons for this, remind them of the importance of schoolwork, and again to offer support where possible.

11. If my child is not in school because they are self-isolating, how will their remote education differ from the approach described above?

Activities will still be provided through Google Classroom or Tapestry while children are self-isolating. However, as their class teacher will also be teaching the remainder of their class, they are unlikely to be able to deliver live lessons.