

Beddington Infants' School

Remote Education Provision: information for families

The vision for our school is rooted in an understanding of, and respect for, the incredible capacity of every child.

With a focus on basic skills and strong academic achievement our curriculum has evolved to enable each child to engage at a high level and therefore to achieve to his/her personal best. Our provision is inspired by the Italian **Reggio Emilia Approach**. It is an experiential provision for both children and adults.

'Tell me and I forget. Teach me and I remember. Involve me and I learn.' Benjamin Franklin

Children

- are respected as individuals with something valuable to say
- have a genuine input into the direction of their learning
- are empowered to engage fully with the learning process, to take personal responsibility and to develop skills for life.
- are given a variety of opportunities to explore the world in which they live, indoors and outside, developing positive attitudes to all weathers
- are supported in developing positive relationships with children and adults across the school
- are given regular, meaningful opportunities to express themselves

Our holistic approach is reflected in our aim that children leave Beddington Infants' School with the following seven gifts:



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 at Beddington Infants' School 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 document.

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?

Learning will be made available the day remote learning begins through Google Classroom. This will reflect the current learning; your child would have been completing in their classroom. The learning will have been adapted to for learning at home rather than in the classroom. Video sessions may not be instantly available but will be introduced as soon as is possible.

Children will be encouraged to access existing resources such as Education City and Phonic Bug books, along with a list of useful websites and activities being shared with families.

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?

At Beddington Infants' School we teach the same curriculum remotely as we do in wherever possible and appropriate. This includes providing the children with ideas to remain as active and independent learners. Some adaptations for certain subjects may be required based on resources or equipment that may be needed.

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:

- Early Years – 2- 3 hours including play based learning
- KS1 – broadly 3 hours, including practical active learning.

It is important to note that not all learning is expected to be computer based and teachers will ask children to write and draw using paper and pencil.

In the early years, much of the learning will be play based using practical resources.

Within the daily learning there will be a Challenge, a Next Step and a Super Challenge, this may also be represented visually as traffic lights. Children should be encouraged to complete as much of each piece of learning as they can and is the right level of challenge for them.

Accessing remote education

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

The digital platform of Google Classroom is used for all children to help support the delivery of remote learning. Learning will be provided each day for your child using Google Classroom.

Children will also make use of:
Education City
Phonic Bug
Sumdog

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 collaborate closely with families to resolve issues, including sharing of school made 'how to' videos on the school website, telephone support from staff and virtual small group support using Google Meet, led by the ICT Leader and Senior Leaders.

If issues continue or cannot be resolved then the Designated Safeguarding Lead, Kelly Reid will meet with families to offer 1:1 support.

How will my child be taught remotely?

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

- 'live' teaching (online lessons), these are recorded sessions of our own staff teaching a session. Each child in Reception, Year 1 and Year 2 will receive one daily lesson and one phonic lesson a day. These will be shared through Google Classroom, with instructions and learning to be completed after watching the video. This approach enables families to watch the video and access the learning at a time that suits them and when a device is available in the home.

- recorded teaching from highly quality sources(e.g. White Rose hub, Oak National Academy lessons, BBC Bitesize, Mr Thorne does phonics.) These high quality resources may be integrated into or as an addition to the daily sessions recorded by our own staff.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- A list of non-computer based activities to develop core skills and explore other areas of learning.

A weekly timetable will be shared with all families at the beginning of a lockdown period. For example:

‘Each week your child’s year group adults will provide 2 English lessons, 2 Maths lessons, 1 Curriculum lesson, daily phonics. Your child will also receive independent learning challenges covering all subjects to be completed over the week.’

Monday	Tuesday	Wednesday	Thursday	Friday
English	Maths	Curriculum	English	Maths
Daily Phonics				
Daily PE				

Each day your child will access their learning through Google Classroom. Families and children will be expected to upload their learning directly to Google Classroom and ‘hand in’ the learning.

The completed learning should be ‘handed in’ by 10am the next day. The adults from your child’s Class or Year Group will provide feedback within 24 hours of the 10am submission.

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 important the children complete the learning set on a daily basis and submit it by 10am the following day. We would ask parents to establish a good daily routine which sets out clear parts of the day for focused learning.

We understand that parents may have their own work commitments and this is why independent learning is part of the children's day and daily learning can be completed at any time during the day.

It is also important to make sure children have regular short breaks but understand that learning needs to be completed in the agreed timeframe, just as when they are in school. If a child has not completed the learning after a considerable allocation of time then they should upload what they have managed to do for the teacher to see, so they can offer additional support.

Each week, your child will be invited to talk to their class and class staff using Google Meet. This is a time for them to connect with each other and share what they have been doing. They will take place on different days each week and families will be emailed details beforehand. Google Meet is part of the G-suite package and should be accessed through your child's Google Classroom. We would encourage you to enable your child to join in their class as much as possible. If a child does not attend a Google Meet, the class teacher will phone them within the next day or so to check the family are ok.

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

Teachers will be checking on a daily basis that learning has been completed and consider the amount of learning a child has completed across a week. If children are not consistently completing their learning then class teachers will contact parents/carers by phone or email, to discuss learning and offer support.

If after discussion with the family, learning is still not completed and a concern remains, then a member of the Senior Leadership team may contact the family to agree a way forward.

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.

Class teachers and staff who know your child within the Year Group will review each piece of submitted learning after 10am on the day after it was assigned. The adult will review the learning and provide a comment for your child. This feedback may be typed for your child to read or left as a Mote voice message for your child. The feedback for the child will be provided by the end of the day that the learning was due for submission. E.g. Feedback to Monday's learning will be made by the end of Tuesday, as long as it is submitted by 10am on the Tuesday.

The reviewing of learning will feed into the planning for subsequent sessions, in the same way as it would in the classroom.

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.

Teachers will offer individualised learning appropriate for children with SEND by differentiating tasks or having different expectations on outcomes, as required.

Children with EHCPs, will where possible be offered a place at school. However, where the child needs to self-isolate, teachers will take account of EHCP targets and make suggestions to families on alternative learning that works towards meeting their individual targets.

There is an acceptance that the level of engagement may be different for children with SEND and therefore teachers will liaise carefully with parents to ensure that the learning is meaningful but does not cause undue stress within the home environment.

Where possible we will also make use of software to make the learning more accessible for children, such as Mote extensions, which allows us to add simple audio clips, such as instructions to the learning or an audio version of their feedback..

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?

Where possible, teachers will upload the Google Classroom resources from their daily teaching, it will not be possible to send recorded sessions, but links to other external made resources will be provided.

So if your child has to self-isolate for a period of time then they will be able to access much of the days learning from the Google Classroom.

Therefore the learning will mirror as closely as possible the learning in school and the same planned and sequenced learning.

In these instances, where the teacher is teaching the class all day, they will provide the children with feedback in the same way as described above.