

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?

If possible, the pupil will be issued a learning pack to take home. This will allow for them to access appropriate materials to continue learning straight away. The initial materials and resources contained within the packs will be generic, although the level of the work that is in the pack will be at the appropriate level for each individual student.

If the student has not been allocated a pack before isolating, the learning pack will be delivered to the family home as a matter of urgency.

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?

In every case, the Head of Centre / AP and Home Engagement Manager will liaise with the family to discuss the individual learning needs of the pupil.

The remote learning offer will involve either on-line learning, using home learning packs or a mixture of both (blended learning). In choosing the method for delivery for remote learning, the views of the parent and pupil will be sought and any barriers, such as access to a device for on-line learning or Wi-Fi access, will be taken into account.

To support motivation and engagement, learning will be broken down into smaller 'bite sized' sections and activities. This may involve the teacher setting tasks and activities and the pupil being given time to carry these out, before re-engaging with the teacher to discuss their progress and receiving marking and feedback.

The curriculum that will be delivered will be dependent on the length of time that the pupil is scheduled to be away from school. If it for a ten day self-isolation period with the rest of the class group, the curriculum will follow a module of work that will link into the scheme of work and support the sequence of learning. If it is for a longer period of time, a plan will be created to deliver specific areas of the curriculum which supports continuity of learning and sequencing between lessons and learning. The areas of the curriculum taught will be dependent on the needs of the group and will follow the National Curriculum.

The way in which remote learning is delivered may differ from classroom based lessons. This is because the nature of remote learning, in its different forms, will suit different teaching and learning strategies and techniques. These will be adjusted to best meet the needs of the unique circumstances that present and the learning needs of individual students.

In addition to remote learning, we aim is to make daily contact with pupils / families to support engagement and safeguarding. If any parent or pupil would like to discuss their child's learning or remote educational offer, they should contact the Head of Centre / AP and Home Engagement Manager.

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:

Guidance highlights that pupils should have access at least five hours of learning per day whilst at home. Where appropriate, BAPA will make this available for pupils. We are aware however, that a number of our pupils find it challenging to engage in learning for long periods and this will be taken into account when planning the pupil's remote learning offer. If the pupil and family feel that reducing the learning time would

support engagement and learning, this should be discussed with the Head of Centre / AP and Home Engagement Manager.

Accessing remote education

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

On-line learning at BAPA is delivered through Microsoft Teams. In preparation for this, work was carried out with all pupils to allocate them user details, including a password to access their Teams account. In addition, they have practiced logging onto the platform to become familiar with the application and its use.

When a pupil is using Teams to access learning, the teacher will use a number of different learning resources to support their learning. These will be selected to best meet the specific learning goals for the lesson and will be differentiated to support access to learning. Resources and materials used include:

- Resources from the BAPA schemes of work
- Oak Academy resources to include recorded lessons
- MyMaths
- PiXL resources

As part of the on-line offer, staff support is available to help the pupil and the family to access learning. We are aware that on-line learning will be new to most families and we will endeavor to support pupils and families to access all the materials available.

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 best support individual pupils and families to access the style of learning that best meets their need, we will liaise with the pupil and family to discuss how remote learning can best be delivered to maximise learning.

On-line learning may be challenging to access for some families and BAPA will work with the family to remove any barriers to accessing this mode of remote learning. To support access to on-line learning, BAPA will:

- Carry out regular audits to confirm individual access to devices and internet. This information will be used to support the procurement and allocation of suitable devices and internet access solutions when required.
- If a pupil does not have access to a suitable device, BAPA will endeavour to loan a laptop device to the pupil to allow them to access on-line learning. Liaison will take place with the family and a user agreement will be issued. Once this has been signed by the parent / guardian, the device will be delivered to the family.
- If a pupil does not have access to the internet, BAPA will endeavour to provide internet access to allow access to on-line learning. Liaison will take place with the family and a privacy agreement will be issued. Once this has been signed by the parent / guardian, BAPA will apply to the DfE to access additional 4G data to support access to on-line learning.
- Depending on demand, BAPA will endeavour to support all pupils to access on-line learning. This will be dependent on available resources and the effectiveness of all stakeholders involved in the procurement, preparation and delivery of the necessary equipment. If it is not possible to meet the demand for resources required for on-line learning, BAPA will be fair in the allocation of resources and will support every pupil to the best of our ability.
- If a pupil is unable to access on-line learning, or it is agreed that this is not the most appropriate medium to meet their learning needs, printed resources will be allocated to support their learning. These will be done in liaison with the family and will involve the regular delivery and collection of materials to the family home.
- If you wish to discuss on-line learning, or your access to it, please contact the Head of Centre / Home Engagement Manager to discuss the provision available.

How will my child be taught remotely?

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

As highlighted before, we will work with the pupil and family to agree the most effective way to engage with the pupil and deliver remote learning to them. This is likely to differ for each individual set of circumstances and may range from learning on-line to learning by completing education packs or a mixture of both.

On-Line Learning (Through Microsoft Teams)

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video / audio recordings made by teachers)
- Support with learning and access to materials
- Use of on-line resources to support learning directed by the teacher

Education Pack Learning (Printed work and books delivered and collected on a regular basis)

- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books to be kept at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and / or internet research

A Blended Approach (A mixture of on-line learning and education pack learning)

- A mixture of the two methods listed above
- Teachers will support pupils to access learning and tasks that have been set
- Opportunities are taken to fill learning gaps and correct misconceptions

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?

Pupils who are learning at home are expected to fully engage in learning in the same way that they would do if they were in school. This is essential to allow the pupil to continue with their learning at an appropriate rate and to maintain a routine that will support progress.

Please see below a list of tips that will help the pupil to stay focused and to engage with learning:

- Create and stick to a routine, as this is what your child is used to at school. For example, eat breakfast at the same time each morning and make sure children are dressed before starting the 'school' day.
- Designate a working space if possible, and at the end of the day have a clear cut-off to signal school time is over
- Support the teachers delivering live lessons by ensuring that your child has the device's camera switched on and is engaging with the lesson.
- Make sure there is no background noise during live lessons as this makes it difficult for children to concentrate and for the teacher to hear what children are saying.
- When the teacher, Behaviour Learning Practitioner or another child is speaking, make sure that your child's device is on mute.
- Support your child to access and get started with activities from the educational resources that have been provided.
- Use praise and encouragement to reward successful engagement and effort.
- Communicate any areas of learning where you or your child is unsure of how to proceed or where further explanation is required.
- Support communication with the teacher to ensure that completed work is able to be collected promptly for marking and feedback and new work can be set and / or delivered.
- Distinguish between weekdays and weekends, to separate school life and home life.
- Stick a timetable up on the wall so everyone knows what they should be doing when, and tick activities off throughout the day.

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

Pupils are expected to fully engage with their remote learning as highlighted before. To support this, BAPA will monitor engagement with learning and the quality and quantity of work that is produced. This will be done in a number of ways that will be influenced by type of remote learning that is being delivered.

For on-line learning, the teacher will monitor engagement during live lessons and at times when they are checking in with the pupil. They will employ techniques in-line with those used in normal teaching situations to monitor engagement and learning.

During the use of education packs, regular phone calls will be made to enquire about progress and to discuss any barriers to learning such as not understanding the learning or a lack of resources etc. As part of the conversations with the pupil and family, engagement and the rate of work being completed will be monitored.

If we have any concerns relating to engagement with learning or the completion of work, we will address them with the pupil in the first instance. If this does not result in improved engagement and work rate, liaison will take place with the parent / guardian to discuss any issues and look at ways to improve pupil engagement and work rate.

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:

The teacher will assess pupil work and deliver feedback on their learning. This will vary depending on the type of learning, the activities taking place and stage within the learning cycle.

On-line learning will offer more opportunities to assess work and progress. This could be through questions and answers, simple written tasks or conversation and explanations relating to the topic. In addition, extended activities, such as essays or reports may be set as tasks and these would allow the teacher to evaluate understanding and progress and deliver feedback relating to further learning.

Work completed from education packs and on-line learning will be returned to site for marking and assessment by the teacher. To support this, work will be collected and delivered to pupils on a regular basis. When work is marked, feedback will be given to the pupil to support their understanding and focus future learning. Written feedback will be returned to the student when they next receive an education pack and verbal feedback will be given via Teams or the phone.

The frequency of feedback will vary dependent on its nature. In all cases, assessment of completed work and written feedback will take place at least weekly.

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:

We are aware that every pupil is unique and has different abilities. As a result, they will learn at different rates. Teachers at BAPA are experienced at understanding the different needs of our pupils and will manage individual learning to support every pupil to make progress.

As highlighted before, conversation will take place with the pupil and the family to understand the best way to deliver remote learning for the individual. This may be through an on-line offer, a learning pack offer or a blended approach between the two. In addition, the most appropriate intensity and duration of learning will be considered. This may result in the times for learning being adapted as well as the length of learning time per day. In all cases, the best educational interests of the pupil will be the priority and will support engagement, learning and progress.

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 a pupil is required to self-isolate and the rest of their class group remain in school, a home learning pack will be sent home with the pupil or delivered home as soon as possible. This will provide access to education in the short term.

The Head of Centre / Home Engagement Manager will liaise with the family to discuss the individual learning needs of the pupil and will agree the time that the pupil will be engaged in learning every day.

Depending on staff availability, the remote learning offer will involve either, on-line learning, using home learning packs or a mixture of both (blended learning). In choosing the method for delivery for remote learning, the views of the parent and pupil will be sought and any barriers, such as access to a device for on-line learning or Wi-Fi access, will be taken into account.

Where possible, the topics followed and resources will mirror those used by pupils in school. This will support continuity and reduce the chances of the pupil falling behind.

To support motivation and engagement, learning will be broken down into smaller 'bite sized' sections and activities. This may involve the teacher setting tasks and activities and the pupil being given time to carry these out, before re-engaging with the teacher to discuss their progress and access marking and feedback.

The aim is to make daily contact with the pupil / family to support engagement and safeguarding.