THE BISHOPSWOOD SCHOOLS FEDERATION

Remote Education due to Partial School Closure Policy

Introduction

At Bishopswood Schools Federation, we are committed to ensuring we provide the best support for our children's education. During the Covid-19 Pandemic, for many pupils, this includes support for their learning from home. This policy outlines our aims and approaches to remote education.

Application

This policy applies to all teaching staff, teacher trainees, pupils and parents/ guardians, governors to review as necessary. This policy does not apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term learner absence. There is no obligation for the school to provide continuity of education to pupils absent from school, for example, if parents choose to take pupils on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their children from school 'as a precaution', against official guidance during the pandemic.

Aims

- Provide continuity of education for pupils in-line with year group expectations
- Ensure regular contact with all children and families.
- Ensure we can support pupils to be able to return to school and re-engage with learning
- Ensure consistency in the approach to remote education.
- Ensure the safety of our pupils and provide advice for parents

Remote Education for individuals

For those children required to stay off school due to isolation, each year group has compiled a week's worth of remote education linked to online learning activities and video clips, where the learning is modelled. Teachers have selected appropriate activities for the year group that complement the learning taking place this term or look at key skills. These learning timetables, named 'isolation packs', are available on our school website. Parents will need to decide whether their child is well enough to undertake the learning. Teachers will be teaching rest of the children in their class during the day so feedback given on this work will be at appropriate times during the week not daily..

Remote Education for 'bubble' closure

If someone tests positive then the teaching 'bubble' shuts down for 10 days, all children and staff attached to this bubble will remain at home. Class teachers set remote activities and upload to Seesaw (an online learning platform). The teachers will have to work from home as they isolate themselves, communicating and feeding back to the children throughout the bubble closure. See 'remote education for extended school closure' below for a comprehensive explanation of remote education at Bishopswood.

Remote Education for extended school closure

In the event of whole school closure, teachers from each year group construct remote education packs to follow what is taught in school for the critical worker and vulnerable groups. These are uploaded to Seesaw, and our school website and outline what is taught for the week. The remote education provided is equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently. The amount of remote education provided is, as a minimum:

• Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
• Key Stage 2: 4 hours a day (**for a breakdown of timings see appendix 1**)

Coverage

Each remote education pack consists of a week of activities: daily activities for English, Maths, Reading or Phonics and Topic. Topic could cover a range of subjects including Science, Geography, History, Art etc. The objectives covered are from each year group and would be for topics and learning normally taught in school at time of closure, see **appendix 2** for an example of these. They are from our well-sequenced curriculum, planned so that knowledge and skills are built incrementally, with some new concepts taught and practised in each subject so that pupils can progress through the school's curriculum.

Teachers work on the assumption that pupils will not necessarily have the full range of books and equipment that they would usually have in school. The school does not expect pupils to have access to any specialist equipment usually provided by the school (e.g. science or art). Therefore, teachers ensure they can adapt activities as appropriate, adding pictures, resources and websites to support learning.

Quality modelled sessions

Using Seesaw, daily activities are posted, enabling lessons to have pre-recorded explanations, lesson inputs and feedback using mainly text, audio and some videos to support the children's understanding of the tasks. Where appropriate, these may not be created by the school but may come from a range of government recommended suggestions. Seesaw allows the sharing of resources with the children in a range of formats. We have chosen to have a combination of activities and pre-recorded teaching inputs as we think this is the most effective way to support the children. Teachers ensure pupils have a range of activities so they are not exclusively working on a screen. The school has the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure.

We have made the decision not to film the live teaching in school. At primary level the results are varied; the teacher moves around the class, children ask questions, which may not be relevant for others, and for safeguarding reasons, only the teacher can be on screen. For children at home, the lesson would appear disjointed and not the best use of time. In addition, live teaching requires children to login at specific times and for parents with siblings, on multiple devices, this would not only be problematic but also restrict flexibility for parents needing to work from home. We have to ensure our model of remote education is sustainable. If multiple staff have to isolate or become unwell, then providing live learning for all pupils would prove impossible. Therefore, the model we have in place aims to engage and motivate the children, whilst practically supporting parents.

Assessment and feedback

Our digital platform for remote education provision is called Seesaw, this allows interaction, assessment and feedback. Teachers provide daily feedback for pieces of work in the form of acknowledgement ('stickers' and 'likes' on Seesaw) and provide a written comment per day per child for one the four pieces. Voice recordings are also used for feedback as appropriate. Under normal circumstances, not all pieces of work are formally assessed by the teacher; this would continue to be the case for remote learning. Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, it is designed in such a way that meaningful feedback may be provided. Children can also ask questions online to support their understanding: responses to this are given during the working day but may not be immediate. In the event a teacher is unwell during a period of remote learning, feedback may vary dependent on staffing levels.

Practicalities

We understand that there may be times of illness, and caring for other children within the home and this must be the priority for the community. However, we hope the resources we provide will endeavour to support our pupils at this time and continue to learn.

We know that multiple families will be in a range of situations: working from home using the family computer, some children will need to share devices with multiple siblings. Children can still complete work from the grid and upload this to Seesaw later in the day in order to receive feedback. Parents are not required to print out any worksheets. Worksheets can be used as a guide for presenting tasks. Recording work on paper is sufficient. Some activities can be completed online. Sometimes a task might ask the child to carry out an experiment; growing seeds, organise tins and packets according to weight, or drawing or making a model. Activities can be photographed, uploaded onto Seesaw for the teachers to see, enabling teachers to monitor children's engagement in activities and their understanding.

Expectations of pupils

Assuming that a pupil is healthy and well enough to work, pupils are expected to participate as fully as possible in the remote learning process, completing independent work, and submitting tasks completed to the best of their ability or supported by an adult to upload. Each child is assigned with set pieces of work to complete each day. Their responses are shared with the teacher via Seesaw, who will feedback on their work. If there are questions about the learning, these can be directed to the teacher and will be responded to within 24 hours during school time.

Pupils have a suggested timetable to support routines in order to learn at home **(see appendix 1).** We understand that this may not be followed at all times. We do expect children to engage in the learning as much as possible and have a Remote Learning Agreement to share with children with expectations about their learning and conduct **(see appendix 3).** If a pupil is worried about a task or the overall workload, they should direct questions to their teacher.

Expectation of parents

We appreciate parents valuing their child's education and in the current climate, parents supporting learning as best as they can. Following the suggested timings, will give structure and routine to the children's learning. For younger children this may also involve supporting with the technology they find challenging such as uploading activities to Seesaw. As always, the safety of our children is paramount. So ask parents to have full awareness of what their children are accessing online and what

their activities are. Any passwords or links given should be protected and not shared.

If parents have any concerns about their child's learning they should raise these with the class teacher, phase leaders, Executive Deputy Headteacher or SENCO initially and then if still concerned, the Executive Headteacher.

Expectations of teachers

Teachers may have a range of roles to perform dependent on staffing; they may be teaching in school, creating work, responding to feedback, attending online training. Therefore all parties should be mindful of their varied roles inclusive of this is:

- All teachers will provide work for children to complete at home (dependent on rota).
- Teachers should ensure that they have looked through specific instructions, watched videos, before uploading.
- Teachers will respond to pupils' work where appropriate
- Teachers will try to match the work to children's abilities wherever possible, sometimes this will prove difficult as teachers give additional support during lessons.
- Teachers will be working on responses from 9am to 3:30pm Monday to Friday.
- Teachers may be completing professional learning or other tasks so will not always be able to respond immediately to pupils.
- Any safeguarding concerns should always be recorded on CPOMs.

If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers or the Senior Leadership team. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Expectations for Leaders

Leaders will complete a range of activities to ensure remote learning is robust:

- SLT must ensure teachers have completed training in order to undertake their duties including using Seesaw. This may be an experienced member of staff sharing approaches.
- SLT will ensure safe use of remote learning by pupils and staff.
- SLT will analyse engagement with remote learning and contact pupils not accessing or using inappropriately.
- SLT will maintain their role to ensure the welfare of pupils and use outside agency support as necessary.
- Regularly review provision and amend remote education learning model as necessary e.g. staffing issues, changes to guidance.
- ESLT will continue to review practice and amend policy and practice as required.
- Governance will support with gaining and analysing stakeholder views.

Support for pupils with SEND, EAL and other specific learning needs

Teachers should ensure that work has differentiated options as required, for all pupils when setting online tasks. The majority of children with EHCPs should be in school, as the DfE has classed these children as vulnerable and we will work to ensure their needs are met in in-line with section F of their EHCPs. Personalised learning will be provided for any child with an EHCP who is not attending school and is working at different age related expectations to their cohort. In addition, the SENDCo/class teacher will maintain contact with pupils/parents on the register with regular support, by email or phone.

Welfare and Safeguarding

In event of a school closure, the primary responsibility for the pastoral care of a child rests with their

parents / carers. However, teachers will be in regular contact for the children's learning to monitor both academic progress and their general wellbeing. Teachers feedback to SLT, particularly if there are concerns or a lack of communication so that we can work with families to rapidly identify effective solutions where engagement is a concern.

The school has a list of vulnerable families, as classified by DfE, who attend during school closure. If the children cannot attend, regular contact will be made with these families. If a vulnerable child needs to self-isolate, the school would notify their social worker/family support worker. The school will continue to use CPOMs for the recording of any concerns.

In the event of a school closure, pupils, parents, carers and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies. This includes all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. Usual policies regarding safe use of ICT and e-safety should also be considered.

Delivering remote education safely
Keeping our children safe online is essential. We ask parents to support us with this as much as possible. We have considered the children's safety when making decisions as a school about our methods for remote education and the resources used. Parents should be reassured using our learning platform Seesaw has certain safety features built into its use: every parent is provided with their own individual QR code to access Seesaw, this links to their child's platform only. When using Zoom for assemblies, we shall invite parents only via Seesaw/email, this information will not be in the public domain and we have written this into our school agreements.

There is a range of advice available to support regarding online safety. We follow statutory guidance as outlined in our safeguarding and e-safety policies when considering online safety.

Access to technology
School staff are provided with a log on to use the school ICT facilities and advised what hardware and software they are permitted to access. Access is provided to enable staff to both perform their role. In specific circumstances, children without access to technology at home may request to borrow it from school. This can only be agreed upon if there are devices available not in use. If this is deemed appropriate by a member of the ESLT a parent must sign a copy of a 'Device Loan Agreement' before collecting the device. **See appendix 3.**

Every week, we provide printed resources in the form of the 'learning grid' and attached activities that support learning. It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on the school's discretion and the needs of the child and their family, as well as a wide range of other factors.

Policy Reviewed: January 2021

Next Review: January 2022 (or as guidance changes)

Appendix 1: Suggested Timings for Remote Education

Suggested timings will be reviewed half-termly and updated as appropriate.

The timings below will incorporate feedback also:

	Subject Area	Time
Infants	Phonics	20mins
Year R	Guided Reading	20mins
Year 1	English	40mins
Year 2	Maths	40mins
	Number fluency	15 mins
	Topic	45mins
	Total	**3 hours**

	Subject Area	Time
Juniors	Spelling	20mins
Year 3	Reading	40mins
Year 4	Writing	1 hour
Year 5	Maths	1 hour/45mins
Year 6	Number fluency	15 mins
	Topic	1 hour
	Total	**4 hours 15minutes**

In addition to this provision, there will be:
- Weekly assemblies both whole school and year group
- Monday morning video to reflect on the previous week's learning.

Appendix 2: Example Remote Learning Grid

THE BISHOPSWOOD SCHOOLS FEDERATION

Year …. Home Learning Plan – Week beginning ………..

Please be aware this is a list of suggested activities for the week ahead. Don't forget to continue reading at home regularly, both reading to an adult and enjoying books together. On the school's website is an additional list with a range of websites you can access for further ideas.

	English	Maths	Other
Monday	**Task 1a: Book Review** Write a book review about a book you've read recently or are reading at the moment. Make sure you include who the author is; what the book is about; what you liked/disliked about the book; and who you would recommend it to. You could draw the front cover of your book or design a new one!	**Task 1b: Multiply and divide whole numbers by 10,100 and 1000.** Look at the attached sheet for task 1b. Copy and answer the questions for multiplying and dividing by 10, 100 and 1000 in your exercise books. Remember that you can draw out a place value grid to help you answer these questions.	**Task 1c: Make an Easter card** Make an Easter card! Along with the words 'Happy Easter' on the front, you can include anything Easter related: rabbits, daffodils, chicks, eggs and lambs! If you don't have any plain paper, just draw your design in your exercise book.
Tuesday	**Task 2a: Practise Spellings** Write out this week's spellings in normal writing and then in RAINBOW colours! Ask someone to test you at the end of the week. Look at the sheet for Task 2a attached.	**Task 2b: Read roman Numerals to 100 (and 1000)** In year 4, you looked at Roman Numerals up to 100. Find attached task 2b which is a worksheet to copy and complete to refresh your memory. In year 5, we learn about Roman Numerals up to 1000. If you want to have a go at a challenge, this is attached too.	**Task 2c: Improve your drawing skills** Follow the tutorial to draw a WWII plane – a Spitfire! You can pause and rewind the video if you need longer to draw. https://www.youtube.com/watch?v=MJavlGpASQ
Wednesday	**Task 3a: Persuasive writing radio advert** Write and perform a 30 second radio advert to try to persuade parents to evacuate their children to the countryside. *Try and include persuasive writing features:* *Alliteration, word play, facts, opinions and rhetorical questions.* Also – remember to read your advert with prosody (reading with expression)!	**Task 3b: Read and Write Decimal Numbers as Fractions** Copy out the answers from the attached sheet 'task 3b' into your exercise book. Watch 'Lesson 2 – Decimals as Fractions (1)' before you start: https://whiterosemaths.com/homelearning/year5/	**Task 3c: Locate a chosen country and identify its key human characteristics** Choose a country and find it on a map. Create a fact file about your chosen country. Include: The capital city, population, climate (what the weather is like), which continent it's in, language spoken, main religion(s) and any other interesting facts. Draw a picture of the country's flag, too!
Thursday	**Task 4a: Guided Reading** Look at the attached text and pictures (task 4a) from 'The Lion and the Unicorn' by Shirley Hughes and answer the questions. Focus: prediction, inference and language effect	**Task 4b: Convert between different units of metric measure** Trying to remember whether to multiply or divide when converting measures can be confusing. Create a poster to help you remember. Attached is a sheet (task 4b) to help you create your poster. Include some examples of converting measure e.g. 1,200g = 1.2kg. 32L = 32,000mL	**Task 4c: Float or Sink?** Identify the effects of forces on floating objects Investigate which objects (no electronics!) float and sink in the kitchen sink or the bath. Make a table in your exercise books to record this. Why do you think some float and some sink? Draw a diagram to show which way the force is acting. Watch this video to help you: https://www.bbc.co.uk/bitesize/topics/zc689k7h/articles/zwtcjhf
Friday	**Task 5a: Use conjunctions in a sentence** Look at the attached sheet (task 5a) – for every number you roll, write out a sentence with that conjunction in it. If you don't have any dice, you could make your own with some paper or use this one online: https://freeonlinedice.com/ It works on phones and tablet!	**Task 5b: Multiply numbers up to 4 digits by a one digit number** Choose 5 digits and arrange them into a multiplication sentence. For example, 4,8,2,5,7 = 4825 $\underline{\times\ 7}$ Write and answer at least 8 of these questions in your exercise book.	**Task 5c: Challenge yourself!** Challenge yourself to do something that you find difficult. For example: throwing a ball against a wall and catching it; balancing on one leg; doing 'kick ups' or learning your 7 times table! Whatever the activity, do it daily and record your results in a table to show your progress (for example, what your score was each day on 'TT rockstars for your '7x table).

THE BISHOPSWOOD SCHOOLS FEDERATION

Remote Learning Agreement

This agreement should be shared with your child:

1. I will try my best and have a go at completing all of the learning set by my teacher
2. I will only use ICT systems in school/home, including the internet, digital video, mobile technologies, for school related learning.
3. I will only use my school seesaw account for school related learning.
4. I will make sure that all communications with pupils, teachers or others are responsible and sensible following our school values of caring, respecting, thriving.
5. I will be responsible for my behaviour when using the Internet.
6. I will not deliberately browse, download, upload or forward material that could be considered offensive, inappropriate or illegal. If I accidentally come across any such material, I will report it immediately to my parent / teacher.
7. I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, pupils or others distress or bring them into disrepute.
8. I will follow the school approach to online safety and not deliberately record/video upload or add any images, video, sounds or text that could upset or offend any member of the school community.
9. I will respect the privacy and ownership of others' work on-line at all times.
10. I understand that my use of seesaw can be monitored, logged and made available to teachers, to protect me and others.
11. I will keep all passwords safe, they will not be shared, including seesaw, zoom invites.
12. I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied and my parent/ carer will be contacted.

Student Name:

Signed Pupil

Signed Parent/Carer

THE BISHOPSWOOD SCHOOLS FEDERATION

Device loan agreement for pupils

1. This agreement is between:
1) Bishopswood Schools Federation ("the school")
2) <mark>NAME OF PARENT/GUARDIAN</mark> ("the parent" and "I")

It governs the use and care of devices assigned to the parent's child (the "pupil"). This agreement covers the period from the date the device is issued through to the return date of the device to the school. All issued equipment shall remain the sole property of the school and is governed by the school's policies.

1. The school is lending the pupil a <mark>laptop/tablet</mark> ("the equipment") for the purpose of <mark>completing distance learning/ completing a project etc.</mark>
2. This agreement sets the conditions for taking Bishopswood Schools Federation equipment home.

I confirm that I have read the terms and conditions set out in the agreement and my signature at the end of this agreement confirms that the pupil and I (the parent/guardian) will adhere to the terms of loan.

2. Damage/loss
- I understand that the pupil and I are responsible for the equipment at all times whether on the school's property or not.
- If the equipment is damaged, lost or stolen, I will immediately inform the school office, and I acknowledge that I am responsible for the reasonable costs requested by the school to repair or replace the equipment. If the equipment is damaged, lost or stolen and your child is eligible for the pupil premium the school office will inform our inclusion lead.
- I will also immediately inform the police.
- I agree to keep the equipment in good condition and to return it to the school on their demand from the school in the same condition.
- I will not leave the equipment unsupervised in unsecured areas.
- I will make sure my child takes the following measures to protect the device:
    o Keep the device in a secure place when not in use
    o Don't leave the device in a car or on show at home
    o Don't eat or drink around the device
    o Don't lend the device to siblings or friends
    o Don't leave the equipment unsupervised in unsecured areas

3. Unacceptable use
- I am aware that the school monitors the pupil's activity on this device.
- I agree that my child will not carry out any activity that constitutes 'unacceptable use'.

- This includes, but is not limited to the following:
  - Using ICT or the internet to bully or harass someone else, or to promote unlawful discrimination
  - Any illegal conduct, or statements which are deemed to be advocating illegal activity
  - Activity which defames or disparage the school, or risks bringing the school into disrepute
  - Causing intentional damage to ICT facilities or materials
  - Using inappropriate or offensive language

- I accept that the school will sanction the pupil, in line with the behaviour policy, if the pupil engages in any of the above **at any time.**

4. Personal use
I agree that the pupil will only use this device for educational purposes and not for personal use and will not loan the equipment to any other person.

5. Data protection
- I agree to take the following measures to keep the data on the device protected.
  - Keep the equipment password-protected (using the password given)
  - Do not share the equipment among family or friends
  - Updates for the software or operating system are completed as prompted
- If I need help doing any of the above, I will contact the school office so they can ensure the appropriate member of staff can support me with this.

6. Return date
- I will return the device in its original condition to the school office by X date.
- I will ensure the return of the equipment to the school if the pupil no longer attends the school.

7. Consent
By signing this agreement, I agree to take full responsibility for the loan equipment issued to the pupil and I have read or heard this agreement read aloud and understand the conditions of the agreement above.

PUPIL'S FULL NAME:	
PARENT'S FULL NAME:	
PARENT'S SIGNATURE:	
DATE:	