

## Remote Learning Plan

### Introduction

Home-learning is designed to be a continuous aspect of our partnership between school and home. Currently, we understand that there may be more occasions or longer periods when children will be at home and need access to home-learning materials. This plan for remote learning has been designed to be useful and accessible to families (whether children are ill or self-isolating without symptoms) as well as being manageable for staff, who, in the majority of scenarios, will still be teaching the class during the day.

In the event of whole school closure or class closure – learning packs will be sent home with the key aim of consolidating prior learning. They will be provided with a school laptop that has been made accessible to all children.

For individual children who are at home, learning packs will be delivered to the home, which matches the learning in class planning and they will have access to daily Zoom sessions with our Music and Wellbeing specialists and their class.

In the event of a whole school closure, additional technology (including switch access for those with a physical disability) will be provided physical home learning packs and Happiness Bags with resources for the families. This arrangement was in place during the partial closures last academic year.

All families have been given logins for the Evidence for Learning App, and are encouraged to upload evidence of learning opportunities that take place in the home.

### **To enable teaching and learning to continue as effectively as possible during the need for remote learning**

Learning opportunities for the students are shared with the families, and is set by the class teacher or staff member, who know the children and their needs.

Learning is linked to the students' curriculum pathway expectations, EHCP outcomes, therapy provision and schemes of work.

Frequent and clear explanations of new content through high quality resources e.g. written explanations, video or audio clips or links are also shared with the families.

Regular feedback is given to the students and their families to support or extend the students in their learning. Regular communication with families through email and ParentMail is also encouraged.

In the event of a longer school closure, staff will contact directly through email and phone calls.

### **Our staff will:**

Provide feedback and recognition of pupils' work and achievements twice a week, whilst they are working at home.

### **Our pupils/students will be expected to:**

Engage in the learning opportunities set by the class teacher and upload their learning on EFL, when appropriate.

If families are finding it difficult to motivate their child/ren to engage with home-learning during individual/bubble/school isolation, they are encouraged to contact the class teacher who will be able to offer advice and support.

Children's and families' wellbeing is paramount, and we would not want the pressure of home-learning to negatively impact on relationships at home. We would only ask families to encourage as much engagement with learning activities as possible, but we do understand that this will vary from child to child.

### **Parents and carers are asked to:**

- Read all communications from the school to ensure they are fully aware and up to date with news and government updates that relate to the school;
- Support their children to complete the learning that has been set by the class teacher;
- Liaise with school staff and seek support on behalf of their child when needed, with class teacher via email or phone call;
- Ensure courtesy and politeness to any member of staff within any communication;
- Provide access to the learning offered for their children; and
- Support their children using Evidence for Learning, as needed.

### **How to access work**

Written guidance on how to use Evidence for Learning and how to access ParentMail has already been shared with all families.

### **Communication**

The school will communicate with families through a variety of ways including;

- Newsletters
- ParentMail
- Emails



# **Bedelsford School Remote Education Provision**

## **Information for Parents and Carers**

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 to remain at home.

### **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?**

- We aim to teach the same curriculum remotely as we do in school, wherever possible and appropriate. However, on occasion, we need to make some adaptations in some subjects and the way that they are delivered.
- For children who follow the Pre-Formal Curriculum, we provide online access to sensory based songs and activities. For those who follow the Semi-Formal and Formal curricula, sessions will include Maths and English and as many of the foundation subjects as possible. However, the foundation subjects may not always follow the school's scheme of work due to access to equipment, such as musical instruments, computer software and PE equipment.
- Teachers will do as much as they can to provide lessons, but complete coverage of the usual timetable may not be possible.

### **Remote teaching and study time each day**

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

- Primary: 3 hours
- Secondary: 4 hours.

However, the work that will be delivered to each child will take account of their individual needs and abilities.

### **Accessing remote education**

- Resources and activities will be delivered to the home address every two weeks. The planning document will be evaluated and updated on a weekly basis, taking account of what has been covered at home and the pupils' interest levels and abilities.
- 'Live' lessons will take place via Zoom and/or Google Meets through Google Classroom, on an ongoing basis.
- The teacher will be available for support via email, as needed, however teachers are also teaching within school, so this may not be an immediate response.
- If you have difficulties accessing remote learning, please inform your class teacher or school office via email to make an alternative arrangement.

### **Our remote teaching approaches:**

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

- Live teaching accessible via Google Meets or Zoom that are recorded and saved on the server;
- Access to commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, as well as internet research activities;
- Independent work supported by teaching materials that have been delivered to the home address, and
- We will apply for, and deliver to the home address, devices that enable the pupils to access online learning. If your child requires a device, but does not have one, please email the school office. Parents will need to sign our 'IT equipment loan agreement' before devices are distributed.

### **Engagement and Feedback**

- Parents should ensure their child is appropriately dressed for sessions, depending on individual needs and diagnoses.
- Parents should ensure that their child attends the live lesson in an appropriate part of the house taking into account background noise.
- Parents should ensure other family members are out of camera shot if the video function is being used, unless they are contributing to the live lesson and supporting communication and interaction.
- All parental communication with staff must follow usual procedures and must not take place during a 'live' lessons.
- If your child is unable to attend live sessions, please inform your class teacher via email, or through the school office.

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

Feedback can take many different forms and may include a telephone or virtual Zoom/Google Meets conversation or email correspondence.

### **Remote Education for Pupils who are learning at home for more than one day**

Where individual pupils need to be at home for more than one day but the majority of their peer group remains in school, remote education will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school. Therefore, the class teacher or another member of support or therapy staff will provide 1:1 or group sessions, via Zoom or Google Meets, to work on personal outcomes.

- Teachers will differentiate, where appropriate to meet individual needs.
- Discussions will take place between home and school to adapt tasks or alternative ways of recording the sessions.
- Support / advice for parents around motivation, engagement, behaviour strategies, well-being, good mental health and routine will be discussed with the class teacher, in consultation with the therapy teams and the Educational Psychologist.
- Information about websites/ organisations that can offer further support will also be shared with parents and carers as needed.
- Tim and Carmen daily session can be accessed from home and log in details are sent home to all pupils on a weekly basis.
- Additional tasks or highly differentiated activities, depending on individual needs, may be set, evaluated and updated, as required, on an ongoing basis, while the remote sessions are taking place.

*Written: December 2021*



# **Bedelsford School Remote Learning Offer**

<b>Leadership</b>			
<b>Criteria</b>	<b>Evidence</b>	<b>R A G</b>	<b>Next steps</b>
Governors, staff, parents and carers have regular opportunities for input about our approach to remote learning.	Home-school communication shows: <ul style="list-style-type: none"> <li>Staff regularly make contact with parents, evidence by weekly call log;</li> <li>Parents communicate positively about their child's learning from home, evidenced by email correspondence;</li> <li>Meetings with governors – show they are in the loop about your school's approach. They ask about your strategic priorities rather than operational approach, evidenced by Governor reports.</li> </ul>		
We regularly review and act on information updates to help us respond to changing contexts.	<ul style="list-style-type: none"> <li>SLT response to changes in staffing, sickness levels and pupil support – shows we are proactively adapting and refining our approach to fit with the school's implementation of home learning.</li> </ul>		
<b>Remote teaching</b>			
Pupils have daily contact (written, verbal or video) with at least 1 teacher.	<ul style="list-style-type: none"> <li>Introduction of Remote Learning Policy sets out this expectation.</li> <li>Lesson or sessions observations and virtual pupil participation in sessions.</li> <li>Teachers' Home – School Learning Logs.</li> <li>Feedback from families whose pupils are learning remotely and their parents – evidenced by record of call logs.</li> <li>Remote Learning Policy in place</li> </ul>		
Teachers set the same amount of work for pupils learning remotely as for pupils in school, and teachers collect this work from pupils on time. The way pupils complete this work may look different (e.g. pupils may create a PowerPoint rather than give a live presentation to the class.)	<ul style="list-style-type: none"> <li>Remote learning policy sets out this expectation</li> <li>Teachers' lesson plans</li> <li>Lesson observations and/or virtual pupil pursuits</li> <li>Feedback from pupils learning remotely and their parents</li> <li>Teachers follow expectations set out in Remote Learning Policy</li> </ul>		
Teachers differentiate tasks to suit pupils' abilities, and pupils know which tasks they are expected to complete. Activities suit each pupil's ability level as much as they would if they were in the classroom.	<ul style="list-style-type: none"> <li>Teachers planning for Home School Individual Learning Support shows a range of activities, such as:               <ul style="list-style-type: none"> <li>A challenge activity for the individual pupil's needs;</li> <li>Additional multi-sensory support for pupils who follow the pre-formal curriculum, including sensory resources and visual prompts;</li> </ul> </li> <li>Remote lesson observations and/or virtual pupil activities.</li> <li>There are written instructions for to support the families to help meet the needs of their children, including a planning sheet.</li> <li>Digital education platforms such as Google Classroom and – show that teachers set activities for specific pupils to match their ability levels, and that pupils access the appropriate online learning activity.</li> </ul>		
Teachers scaffold pupils' learning by modelling activities and providing support so pupils gradually become independent.	<ul style="list-style-type: none"> <li>Teachers' lesson plans - include e.g. a pre-recorded video showing the teacher modelling how to complete an activity, or explaining step-by-step instructions</li> <li>Lesson observations and/or virtual pupil activities.</li> </ul>		
Teachers adapt their pedagogy to suit the unique challenges of remote learning, such as various pupil attention spans.	<ul style="list-style-type: none"> <li>Lesson observations and/or virtual pupil activities.</li> <li>Tim and Carmen remote pupil engagement – show they are active participants in lessons (e.g. participating in the activities and interacting with content.</li> <li>Feedback from families – shows their children can stay focused on remote lessons and enjoy them</li> </ul>		

<p>We support teachers to consider:</p> <ul style="list-style-type: none"> <li>• A variety of approaches to remote learning</li> <li>• Which approaches are best suited to the content they're teaching and pupils' age</li> </ul> <p>Teachers are aware of the range of approaches/tools available.</p>	<ul style="list-style-type: none"> <li>• Teacher training and 'How to...' guides – on:</li> <li>• Which approaches/tools we use as a school (e.g., website links or website links, eBooks and son on)</li> <li>• Which approaches are best suited in different teaching contexts (e.g., Google Classroom meeting platform for online teaching activities for pre-recorded activities.)</li> <li>• Ongoing teacher support from OHCAT- on where to go for help, and opportunities to observe other teachers who are using different approaches and tools</li> <li>• Lesson observations – followed up with support for teachers who are struggling</li> </ul>	
<p>Teachers support pupils to work independently by explicitly teaching metacognition and self-regulation strategies when pupils are remote and in school.</p>	<ul style="list-style-type: none"> <li>• Teachers' lesson plans – show independent tasks (in school and for remote learners), heavily modelling how to complete these independently, e.g., examples available from Quartz Class,</li> <li>• Lesson observations and/or virtual pupil activities– show that staff are prompting pupils and their families to reflect on their children's work or to consider strategies if work is proving too difficult.</li> <li>• Tools and approaches to help remote pupils work independently, such as:</li> <li>• use of iPads or adapted laptops, eyegaze or timetables, including visual timetables.</li> </ul>	
<p>Pupils have regular opportunities for peer interactions while learning at home.</p>	<ul style="list-style-type: none"> <li>• Teachers' Home School Individual Learning plans show times when the online sessions are taking places across each day and week.</li> <li>• Lesson observations and/or virtual pupil activities- show e.g. group work or peer marking, sharing models of good work, or opportunities for live discussions</li> <li>• Feedback from remote pupils and their parents – shows pupils feel connected to their peers and part of the class while learning from home, evidenced by email and call log correspondence.</li> </ul>	
<p><b>Access to resources and technology</b></p>		
<p>Every pupil has access to a variety of resources and tools to supplement their learning resources for involving families in pupils' remote learning.</p>	<ul style="list-style-type: none"> <li>• Teachers' lesson plans and Tim and Carmen sessions</li> <li>• Feedback from parents and pupils</li> </ul>	
<p>All pupils have logged on every day when remote.</p>	<ul style="list-style-type: none"> <li>• Calls to families - show whether pupils have a device (their own or one that the school has provided) so they can use reliably.</li> <li>• Pupils without access at home have been given a device.</li> </ul>	
<p>All pupils and parents have access to video tutorials reminding them how to access online learning.</p>	<ul style="list-style-type: none"> <li>• Records – show low number of calls to the school's office, or emails to staff, from families with queries about how to log on.</li> <li>• Engagement data shows that all pupils have been able to log on remotely and view resources.</li> <li>• Pupils are successfully accessing remote sessions.</li> <li>• If pupils have continuously failed to access remote sessions, we've called families to make sure they have what they need to use the platform.</li> </ul>	
<p>A teacher is available throughout the day to answer pupils' questions (through video calls or voice calls).</p>	<ul style="list-style-type: none"> <li>• Logs of conversations between staff and pupils are recorded on the class logs</li> <li>• Video conferencing software, like Zoom, Google or Microsoft Teams Chat – records the calls between staff and pupils and these are saved on the server.</li> </ul>	



<p>Every pupil knows how to access remote learning before self-isolating (during the national lockdown this would apply to pupils who are still attending school).</p>	<ul style="list-style-type: none"> <li>• Training sessions or tutorials for pupils, as needed.</li> <li>• Teachers' records – show pupils are accessing remote learning and submitting work as instructed</li> <li>• Digital education platform - engagement data shows that all pupils have logged in remotely</li> </ul>	<p>School website has resources to help pupils to log on virtually to various conferencing software, e.g., Zoom, Google Team Meets.</p>
<p><b>Safeguarding</b></p>		
<p>All teachers have a suitable environment at home and in the classroom to broadcast live lessons and record video lessons, e.g. a neutral background that doesn't reveal anything about their home life.</p>	<ul style="list-style-type: none"> <li>• Recorded live lessons and videos</li> <li>• Availability of support for teachers</li> <li>• Records - show each teacher conducted a test call before recording or broadcasting to pupils</li> <li>• Positive feedback from parents about video lessons</li> </ul>	
<p>Devices that we've supplied to pupils include e-safety software which tracks the websites that pupils visit and blocks inappropriate content.</p>	<ul style="list-style-type: none"> <li>• Logs of pupil web activity – show they've been blocked from accessing inappropriate content</li> <li>• Feedback from parents - show everything is working as intended</li> </ul>	<p>Logs - show tests were conducted on a sample of devices before pupils received them</p>
<p><b>Supporting Families</b></p>		
<p>Parents have access to tutorials or resources so they can help their child access remote learning.</p>	<ul style="list-style-type: none"> <li>• Videos, presentations, or remote training sessions - outline how parents can help their child access remote learning</li> <li>• Low number of calls or emails from parents with queries about accessibility</li> <li>• Instructions to help parents support their child to access the digital education platform</li> </ul>	
<p>Parents know how to create a learning environment suitable for their child and can support their child's learning.</p>	<ul style="list-style-type: none"> <li>• Home-school communication – shows the school has shared advice with parents on:</li> <li>• How to make the home a more suitable environment for learning, e.g. creating a calm, quiet space.</li> <li>• How to help their child to structure their day and work independently, e.g. timetables and checklists.</li> <li>• Additional learning resources and activities that they can complete with their child</li> <li>• Positive feedback from pupils and parents</li> </ul>	
<p>Pupils receive the same level of support that they would receive in the classroom, e.g. therapies, 1-to-1 support from TAs, regular contact, and support to create regular routines.</p>	<ul style="list-style-type: none"> <li>• Staff has explored and implemented ways to continue each pupil's support structure (e.g. conducting 1-to-1 support on video calls), this includes the therapy teams.</li> </ul>	
<p>Our staff team are familiar with our digital education platform's accessibility features, so they can support pupils to use it.</p>	<ul style="list-style-type: none"> <li>• Adapted features enabled with the support of the therapy provision.</li> <li>• Staff have shared instructions on accessibility features, or shown pupils how to use them</li> <li>• Check-ins with teachers and TAs working with pupils show that staff understand these features</li> <li>• Positive feedback from pupils and parents of pupils with SEND</li> </ul>	
<p>We've adapted resources for pupils in ways that avoid increasing teacher workload.</p>	<ul style="list-style-type: none"> <li>• Teachers' lesson plans show they've made resources that can either be easily edited to suit each pupil with SEND, or are universally accessible</li> <li>• Positive feedback from pupils and parents of pupils with SEND</li> <li>• Positive feedback from staff that their workload is manageable</li> </ul>	

Staff Workload		
<b>Staff use technology effectively to manage their workload.</b>	<p>Staff training/CPD and How to... guides - on efficient use of technology</p> <p>Ongoing teacher support – provides opportunities to observe other teachers who are doing this well</p>	
<b>When staff are teaching pupils remotely and in school we significantly reduce their other responsibilities, e.g. running clubs, middle leadership responsibilities, or give them additional time out of class to do this.</b>	<p>Feedback from staff - shows they have enough time to plan and manage the demands of in-school and remote teaching</p> <p>Staff are leaving school or logging off at a reasonable time</p> <p>Allocated Wellbeing time for staff each week.</p>	
<b>Every staff member has a shared planning folder where they store and share resources</b>	<p>Teachers' lesson plans</p> <p>Feedback from staff – shows that they're part of a collaborative pair or team</p>	Remote learning policy - sets out these expectations
<b>We're sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-school support networks.</b>	<p>Feedback from staff – shows that they're proactive in sharing best practice examples</p> <p>Ongoing Staff training/CPD opportunities</p>	