



Bengeworth CE Academy 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?

- On the first day of closure parents will be contacted via email or SeeSaw and pupils will be directed to use resources from the Oak National Academy or BBC Bitesize.
- After this point for the next couple of days pupils may continue to be directed to Oak National Academy resources through the SeeSaw platform.

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?

- We will teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example it may be necessary to adapt the way we teach practical elements of the curriculum such as DT and Art.
- We will be unable to engage in our enterprise outcomes and WOW starters in the same way as we would if in school but will endeavour to include elements of both in our remote learning offer.

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:

Reception and Key Stage 1	Up to 3 hours of activity including independent learning from the tasks set
Key Stage 2	Around 4 hours of activity including independent learning from the tasks set

Accessing remote education

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

- All children have a login to SeeSaw to access the learning tasks set.
- All children also have a login to MyMaths, Phonics Hero in Reception and Year 1 and Times Table Rockstars.

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:

- We will lend tablets to pupils as needed and an agreement will be signed by parents to confirm terms and conditions for this.
- We will also work with you if you are experiencing difficulties with internet connection. We will apply for additional 4G data for those parents who need it.
- If children still cannot access resources and require printed materials these can be arranged through consultation with the class teacher.

How will my child be taught remotely?

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

We are regularly reviewing and reflecting on our remote teaching approaches and these currently include:

- Live teaching (online lessons)
- Recorded teaching (e.g. video/audio recordings made by teachers)
- Reading books pupils have at home, these can be changed weekly through the drop in service.
- Paper based resources can be arranged if necessary and collected through the weekly drop in service.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. White Rose for Maths
- Long-term project work and/or internet research activities
- Fortnightly CARE day carrying out a range of well being activities.

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?

- Our expectations for pupils' engagement with remote education is that they connect twice daily via Zoom for live registration and access and complete tasks set by teachers.
- We ask parents to support children to access learning in an age appropriate way.

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

- We take a daily register to check pupils' engagement with remote education. We expect pupils to upload their work daily to their SeeSaw platform.
- Where engagement is a concern, we will inform parents and work together to improve this.

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:

- We will acknowledge all work uploaded to SeeSaw.
- We will give individual written comments regularly for English and Maths.
- We will give verbal feedback during Zoom sessions
- We will give feedback on other tasks in a variety of ways including electronic stickers and whole class feedback posts.

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:

- For pupils with an EHCP plan, a place has been offered in school. In circumstances where remote learning has to be initiated, the Learning Support Professional who usually works with that child will make daily contact, via Seesaw, email or telephone, to offer support in accessing learning tasks or to provide tasks that meet the targets set out in their Individual Provision Plan (IPP). The teacher may also make regular contact with the pupil to offer direct instruction and differentiation of tasks set. Dependent on the needs of the individual, we would expect that these children would also access any live or pre-recorded video sessions.
- For higher needs SEN pupils who do not have an EHCP, we will provide more bespoke learning tasks and/or differentiation of the tasks set, tailored to their needs. These could be in the form of games, worksheets, activities or visual resources that may be appropriate. We would still expect these children to access activities set on Seesaw and any live or pre-recorded video sessions.
- For those children with recognised SEND and on our SEND register, but who are able to access the mainstream content of lessons, we would expect them to follow the main programme of learning set by the class teacher.
- We would ask that the parent/carers of these children liaise with the class teacher to report on how well their child is able to access the learning, so that any further adjustments can be made.

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 individual pupils need to self-isolate but the majority of their peer group remains in school, remote learning will be provided but may differ from the approach to whole groups. This is due to the challenges of teaching pupils both at home and in school.
- Remote learning for isolating pupils will be communicated through the SeeSaw platform.