



Remote & Blended Learning

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Review date: September 2022 (or as required/in line with updated guidance)

Remote education provision: information for parents:

This information within this policy is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education.

In line with the Department for Education's updated (for September 2021) [remote education temporary continuity direction](#), schools are required to provide remote education to pupils, where their attendance at school would be contrary to government guidance or legislation around COVID-19. This includes, for example, where government guidance means that a pupil or groups of pupils need to self-isolate. All such pupils, not physically unwell, should have immediate access to remote learning.

Access to Remote Learning Opportunities:

Upon receipt of an isolation notification for a child or group of children, the Bedford pastoral team will work closely with class teachers to ensure that any pupils required to stay at home, have immediate access to remote learning activities. To ensure continuity, alignment to in-school learning and instant access to a high quality and ambitious curriculum, lesson materials will be shared via year group pages (link below) or via Google Classroom. Families will also be advised and reassured regarding support, pupil feedback and class teacher/year group contact details (also found on year group pages).

<https://www.bedfordprimary.co.uk/year-group-pages-2/>

Year group pages also feature online safety messages and reminders about what to do should children encounter something upsetting online. We will also be including any planned SCARF PSHE or online safety lessons in remote learning activities. With children spending an increasing amount of time online, these messages are absolutely vital as is pupil wellbeing.

Bedford Primary School also has its own secure Google Classroom domain and each child has his/her own login. The younger members of our school community (in EYFS or KS1) may also use Seesaw as a platform for home-school engagement and the sharing of their work. To maximise teacher-pupil interaction, assessment and feedback, the use of one of our remote platforms is strongly encouraged.

Remote learning & study time: How long can I expect work set by the school to take my child each day?

Key Stage 1	3 hours
Key Stage 2	4 hours

At Bedford Primary school we completely understand the challenges some families may be facing having to remotely educate their child/children at home - juggling their own work commitments and often looking after younger children. It can feel like an impossible challenge at times. Please be assured that underpinning this policy is a commitment that

we will do our very best to support and engage our families and remote learners in any way we can. We actively encourage our families to find a routine and timetable that works for them and their unique circumstances.

If my child does not have digital or online access at home, how will you support them to access remote education?

At Bedford Primary School we are committed to ensuring equal opportunities and online access for all pupils. We have written to all families working remotely and urged them to get in touch if they are in need of any digital support. Pupils in years 3-6 can complete a loan agreement to borrow from our bank of Google Chromebooks. We will also support families with mobile data and access to 4G wifi routers.

How will my child be taught remotely?

As best as is physically possible, the activities we will provide through our remote learning platform will mirror what is being taught in school.

At Bedford Primary School we use a combination of the following approaches to deliver remote learning opportunities for all curriculum areas/subjects:

- Detailed home learning timetables (featured on year group pages on the school website) <https://www.bedfordprimary.co.uk/year-group-pages-2/>
- Google Classroom - interactive learning platform
- Purple Mash online learning platform where 2dos can be set/feedback given
- Read Write Inc phonics - families are directed to specific videos that match the children's phonic knowledge and next steps
- Recorded lessons (eg BBC bitesize, Oak Academy)
- Video/teacher audio clips to demonstrate key teaching points or new learning (eg a new concept in maths)
- Other websites that support the high quality delivery of specific core and foundation subject areas.
- Project work and/or internet research activities.
- Oxford Reading Buddy - online reading platform and access to e-books
- Printed paper packs (worksheets etc - these are available outside the school office at the front of school)

Combinations may vary, depending on the age of the children and are available to all children, including those who may just be self-isolating for a short period of time.

To lessen the adaptations needed between learning in school and remote learning, we also have a number of website subscriptions that can be easily accessed at home.

Curriculum Area	Subscription to support remote learning
Maths	White Rose - lesson by lesson teaching videos for each year group.

Science	Developing Experts - teaching videos/slideshows. All children have personal login details.
ICT	Purple Mash - an interactive platform that allows 2dos to be set and feedback to be provided. All children have personal login details.
PHSE/Online Safety	SCARF - videos/activities that mirror PHSE sessions delivered in school. Online safety is a key feature on year group pages.
Spanish	Language Angels - school login to access step by step lessons as delivered in school.
PE	Get Set 4 PE videos/activities in line with current aspects of PE.

Read, read, read!

Here at Bedford Primary, we are passionate about reading and place books and high quality texts at the heart of our curriculum. Regardless of the year group or age of our pupils, they are encouraged to ensure regular opportunities for reading/sharing a book (or other reading materials) that they enjoy. As a reading school, we know that confident, fluent reading and good comprehension skills are key to success right across the curriculum. Alongside our Oxford Reading Buddy platform and weekly opportunities for pupils to change their reading books, we ensure that reading is a key feature of all home learning timetables. Older pupils are also signposted to digital resources such as First News Newspapers and the Virtual Library features of Oak Academy.

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resource_s/Resources_for_schools/7_Top_Tips_to_Support_Reading_at_Home.pdf

Handwriting

Alongside caring a great deal about pupils being able to access technology right now, we also do not assume that technology alone guarantees effective learning. We are keen to strike a balance and ensure that some key skills do not slip through the net. Handwriting is one such skill and one that is a crucial foundation for writing success. Developing fluent and legible handwriting is not just about presentation - it has an impact upon creativity and effectiveness too. Putting pen or pencil to paper also allows for important breaks from screen time too.

Department for Education expectations for remote learning:

Schools are expected to:

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally
- have a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum
- select a digital platform for remote education provision that will be used consistently

across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. At Bedford, we use Google Classroom.

- overcome barriers to digital access for pupils by, for example:
 - distributing school-owned laptops accompanied by a user agreement or contract
 - securing appropriate internet connectivity solutions
 - providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern
- identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education. At Bedford the named senior leader is Assistant Headteacher, Lucy Gordon.

When teaching pupils remotely we expect schools to:

- set meaningful and ambitious work each day in an appropriate range of subjects
- consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
 - providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
 - providing opportunities for interactivity, including questioning, eliciting and reflective discussion
 - providing scaffolded practice and opportunities to apply new knowledge
 - enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
 - using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
 - avoiding an over-reliance on long-term projects or internet research activities

Feedback and Engagement

At Bedford Primary School we want every child to have the best possible chance to reach their true and full potential so it is vitally important that all families work closely with us to allow their child/children to engage with home/remote learning.

In line with the government DFE guidelines shown above, we have a duty to closely monitor the uptake and levels of participation and contact families who are not engaging.

- We ask that all families establish their own remote learning timetable, one that suits their unique home circumstances. Sticking to a routine that works is a vital element of successful remote learning. We are happy to support and advise if needed.
- When physically well and therefore able to do so, we expect all children working remotely (online or with a printed pack) to engage with home learning opportunities daily.
- Non-engagement is closely monitored by class teachers and followed up via telephone, our school messaging system, email or a home visit where necessary. At Bedford, we very much see this as a supportive process to work closely with our families to identify and overcome any barriers, for example limited digital/wifi access or password issues. We aim to keep channels of communication strong and pride ourselves on our knowledge of and relationships with our Bedford community. Knowing our families well allows us to provide a bespoke response and the right support.
- Parental questionnaires will also be used to gather valuable information and improve our remote offer.
- We also seize the opportunity to celebrate successful engagement with remote learning. We do this in a number of ways including telephone calls, a text message or postcard.

We recognise the importance of remote learning opportunities being built upon prior learning and tailored to meet the needs of all pupils. To move learning forward it is important that pupils receive feedback on their learning - only then are they clear on the next steps that they need to take.

Teaching staff provide feedback in a number of ways:

- Via learning platforms that allow an interaction of pupil/teacher comments such as Google Classroom, Seesaw and Purple Mash.
- Year group Twitter feeds
- Year group email accounts
- Telephone calls with families
- Return/check systems are in place for pupils using printed paper packs.
- Home visits

The approaches used may vary depending on the age of pupils and are available to all isolating children.

How will you assess my child's work and progress?

Channels of feedback also allow teaching staff to interact with pupils and their families to assess progress. Where age appropriate, interaction via digital learning platforms is encouraged and highly recommended so that teaching staff have instant access and the

opportunity to respond to the work (for all subjects) submitted by pupils. Alongside longer tasks, online platforms also allow for the setting and automatic marking of read and respond/rapid recall/quick quiz style tasks.

The families of younger children can also upload photographs and notes that can be added to their developmental profiles.

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?

At Bedford, we recognise that some pupils, for example pupils with special educational needs and disabilities (SEND), may not be able to access home/remote learning without support from adults at home. We acknowledge the difficulties that this may place on families and assure you that class teachers and Mrs Taylor, our SENCo will maintain contact and work closely with these families to ensure that reasonable adjustments are made to ensure that tasks are matched to the needs of all pupils. Support may also include signposting to families to specialist resources or key professionals/agencies.

Where children are remote learning and the DSL has identified a child to be vulnerable, on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a **robust communication plan is in place for that child** or young person. The communication plans can include remote contact, phone contact, door-step visits. Details of this plan and any contacts must be recorded.

If children are open to social care, we will report to Sefton Council through the School Attendance First Day Response Scheme. We will also inform and maintain regular contact the child's allocated social worker.

How can I give feedback on the remote learning offered to my child?

Due to the reflective nature of our practitioners, the Bedford Primary School remote offer is continually developing and evolving. Senior leaders continue to work alongside teaching staff to tailor provision - we want it to be the best possible offer and one that meets the needs of our learning community. Our parents and carers play a vital role in the development of this offer and we invite feedback via year group email addresses. Regardless of the length of the isolation period, remember that support is available every step of the way.



Logging on to Google Classroom

Depending on the age of our children, some remote learning opportunities will be available via Google Classroom. Use of Google Classroom allows interactivity between teachers and pupils. Teachers can access and respond to the work pupils complete and messages they submit.

To access, you may need to ensure that you are signed out of any other Google accounts/emails on your device.

	Google Classroom can be accessed via the google homepage. www.google.co.uk
	Click on 'the waffle' (9 tiny squares) in the top right corner.
	Scroll down until you see the Google Classroom icon. The first time you log in, you may have to click on 'more from google' if you can't see the icon in the list. This will take you to a new page. Scroll down and look for the icon here. When you see the page below. Click on 'go to classroom' 
	You will then be asked to log in using your child's unique bedford Google email that ends in @bedfordps.co.uk then click next. You will then need to enter your child's unique password

Choose your role  I'm a student  I'm a teacher	You will also need to choose your role. Children will click 'I'm a student'.
Stream Classwork	Once you are logged in, click your class page. You will then be directed to the 'Stream'. This is where you will find important messages and updates from class teachers. To find your tasks quickly and with ease, go to 'Classwork' at the top of the page.