Bathwick St. Mary Church School
Guide to remote learning

January 2021

This information is designed to provide clarity and transparency to pupils, parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home. It will also set out clear expectations for families should an individual child, class bubble, or the whole school, need to self-isolate for a period of time. All of this information meets the expectations set out in the DfE guidance 'Remote Education Support': https://www.gov.uk/guidance/get-help-with-remote-education

Remote education in different scenarios

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.

Length of time out of school	Remote (home) education approach
A few days due to non-Covid illness (child too ill to come to school)	• If a child is too unwell to come to school, no work will be set as it is expected they need to stay at home to recuperate and rest.
1-3 days (for individual child awaiting Covid test result)	• As teachers are teaching full time, children expected to continue daily reading, spelling practice using Spelling Frame (from Yr 1), use of Times Tables RockStars (from Yr 3) and complete usual home learning (homework) set on Tapestry. • Parents requested to use the subject overviews (topic webs) sent home at the beginning of the term (and available on our website here: http://bathwickstmary.org/our-creative-curriculum/) to further investigate the theme / topic for the term and upload to Tapestry.
Up to **14 days** (for individual child self or family isolating)	• As above, but in addition teachers will upload to Tapestry a plan to support home education for three subjects per day following the curriculum sequence in English, Maths and another subject. • Expectation that work completed at home is uploaded to Tapestry. Teachers will provide personalised feedback once a week via Tapestry.
'Lockdown' for whole class / school for any length of time	• Use of a Tapestry online platform and Zoom to provide three daily lessons following the Bathwick Curriculum, and weekly Zoom interactive 'circle time' approach for interaction with PSHE focus. • Weekly timetable for parents for a clear structure. Daily plan for three subjects following the curriculum sequence in English, Maths and another subject shared via Tapestry within one school day of lockdown. • Three online pre-recorded lesson videos per day, to support each of the above subjects, recorded by the class teacher • Teachers available for online feedback *for children* via Tapestry at a set time(s) each day (for general queries please use the 'Memos' function which is seen by the whole class. For specific queries please use the 'Observations' function which is only seen by staff only) • Expectation that curriculum work completed at home is uploaded to Tapestry – we will contact parents to explore reasons why sufficient learning is not being shared • Expectation of daily reading, spelling practice using Spelling Frame (from Yr 1) and use of Times Tables RockStars (from Yr 3) • A blank exercise book will be sent home for all work to be completed in, as long as notification of lockdown gives time for this to be actioned.

	• The work set should for the majority of children take around three hours a day for infants, and up to four hours a day for juniors. Please note: • The above approach may need to be adapted subject to the health of the class teacher(s) and if schools are required to provide on-site lessons for keyworkers or specific groups of children as directed by the Government. • We recognise that younger children and some children with SEND may not be able to access remote education without adult support and we will work with families to deliver a broad and ambitious curriculum.

In the event of a 'lockdown' and the school is only open for vulnerable children or children of critical/keyworkers, all children will receive the best teaching and learning opportunities, and all teaching will follow the Bathwick curriculum for all children whether in school or at home (remote learning).

As a school we will provide pupils with the following:

- ensure pupils receive clear explanations
- support growth in confidence with new material through scaffolded practice
- build on their prior knowledge
- support pupils with the application of new knowledge or skills
- enable pupils to receive feedback on how to progress

Teachers will usually provide three videos daily, one for English, Maths and another subject. These will be uploaded to Tapestry by 8.00 p.m. the previous evening.
A timetable to explain the structure of the week will be provided to parents by 8.00 p.m. each Sunday evening. The timetable is a skeleton outline of the learning for the week – it is not designed as a 'planning tool' for parents.
Teaching will be delivered by class teachers using online videos and will include activities to work through depending on the age of your child.
Children in different year groups will need different levels of support from parents at home.
In addition to the weekly skeletal timetable, there are five further independent curriculum based activities for children to access. Parents may need to provide some level of support, at least initially, for some children.
There is an expectation that children will completed in 'Home Learning' books is the best it can be. These will be available to collect from the school site in the event of a 'full lockdown' and if a child/ren have to self-isolate.
Expectation that curriculum work completed at home is uploaded to Tapestry (for children in school, this will not be uploaded to Tapestry). This can be done at any convenient time but will be monitored by teachers.
Teachers are available for online feedback *for children* via Tapestry between 1:30-3.00 p.m. They can respond to groups or individuals (for general queries please use the 'Memos' function which is seen by the whole class. For specific queries please use the 'Observations' function which is only seen by staff).
Teachers will acknowledge all work and provide feedback where necessary (this does not mean 'marking' in a traditional sense).
Expectation of daily reading, spelling practice using Spelling Frame (from Yr 1) and use of Times Tables RockStars (from Yr 3)
The class teacher or a member of the Senior Leadership team will phone families periodically.

Physical education

Physical education is a difficult subject to teach remotely. Some aspects may be able to be delivered using video demonstrations. At the same time, taking account of any restrictions in force and pupils' age and living circumstances, pupils should be encouraged to take regular physical exercise to maintain fitness in line with the government guidance.

Please note the above approach may need to be adapted subject to the health of the class teacher(s).

Supporting children with a SEND

We are an inclusive school and as such, as far as is practicable, learning opportunities set are appropriate for all children. For pupils with an EHCP (Education Health Care Plan) school will use our best endeavours and the learning will be differentiated to meet their needs and meet requirements of the EHCP. Videos may be recorded by class teachers or a child's one to one support adult. Mrs Elliott (SENCo) or a member of the Senior Leadership Team will be in regular contact with these families to discuss next steps and how the individual child is engaging with their remote learning tasks.

Additional website that can support your child with their remote learning:

In addition to regular Tapestry posts, a bank of specific resources covering a wide variety of areas, including e-safety and mental health resources is here: Bathwick St Mary Primary School – Home Learning Resources

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	In an Early Years setting, provision is tailored to allow 'short burst' learning to take place, as well as, time to access their learning through play. The government has stipulated that children should complete a **minimum of 3 hours remote learning each day.** We suggest that if your child is part of the Early Years setting, your child/ren access their learning throughout the day at a pace suitable for them. For example, this could be watching a 5-10 minute video led by the class teacher, then completing a short 10-15 activity. The class teacher will also provide parents with additional activities to complete throughout the day.
Key Stage 1	The government has stipulated that children should complete a **minimum of 3 hours remote learning each day if they are in Key Stage 1 (Year 1 and Year 2)**. Due to the nature of our remote offer, this can be carried out at any point during the day.
Key Stage 2	The government has stipulated that children should complete a **minimum of 4 hours remote learning each day if they are in Key Stage 2 (Year 3,4,5 and 6)** Due to the nature of our remote offer, this can be carried out at any point during the day.

Accessing remote education

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

At Bathwick we have chosen to use the online tool **'Tapestry'** to provide remote learning resources for ALL of our families. It is a safe and well-designed tool for online learning used by many schools.
https://tapestryjournal.com/

Upper Key Stage 2 children, may have their own log-ins.

A personal email address is used and then parents/carers may create their own password and PIN.

There are Tapestry tutorials for **NEW** users.

There is additional information about **'What is Tapestry?'**

All families have been sent information about how to log on to this platform, however, parents/carers are advised to notify the school if they do not have access or are having trouble accessing the correct information. NB: As of 1st February 2021, at least one parent for every child at school has an active Tapestry account. Parents/children have been able to regularly submit work and receive daily personalised feedback from their class teacher.

If a child does not have access to a computer/laptop and/or the internet, the school has provided support. As of 1st February 2021, all parents who have requested 4G data packs or an internet enabled device have received one (some through the DfE scheme but mainly from school's own resources). If any parent does not have access, they should email office@bsm.bwmat.org and we will provide support.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:
- all teaching follows the Bathwick curriculum model, and as far as is possible, closely mirrors the 'usual' approach and curriculum in school
- predominantly through recorded teaching: teachers will upload to Tapestry three daily videos for pupils to access with associated resources and work packs
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- weekly live (via Zoom) story-time/show and tell time sessions to enable pupils to connect with one another as well as their class teacher
- daily feedback sessions, whereby class teachers are available to discuss with groups or individuals their learning for that day

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?

This is dependant on the age of your child, and your capacity to provide support due to work or other commitments. However, if your child is in Reception or Key Stage 1, we would expect them to need support from a parent or carer to set up devices and resources and access some of the learning. They may also need to support to structure their daily learning. We understand that families may be accessing remote learning at different times and this is why pre-recorded videos allow for parents to access them to fit in with working patterns. For parents of Reception children, times may be much shorter and blocks of learning carried out across the day. For Key Stage 2 children, they may be able to work more independently and require less support to access their remote learning resources and content.

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

- Class teachers will check each day to see which pupils have accessed Tapestry. Staff are able to see when the learning platform has been accessed. This will then give them an indication of those pupils who are not engaging with their work.
- If a child's account is not activated, or work is not uploaded to Tapestry within a week, then staff will contact families directly via a phone call, or email if they cannot get hold of anyone.
- Parents and Pupils may upload daily images of their child's learning. However, for some families this may be challenging, therefore, weekly posts of examples of work may be uploaded. This will allow class teachers to review your child's learning and provide any additional support/feedback if necessary.

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

- Your child/rens class teacher/s will be online daily between **1:30-3 p.m.** for questions and **feedback sessions.** This allows pupils to engage with their class teacher about their learning from the morning and afternoon sessions. If a child has a specific question this will need to be addressed to the class teacher via the 'Observations' tool this will only be viewed by the class teacher. If it is a more general query, then questions can be added to the class teachers' video via the 'Memos' tab, this will be seen by all pupils.
- Class teachers will also be reviewing individual children's learning on a daily basis based upon the Tapestry posts uploaded by families. This way teachers can assess what children are achieving as part of their home learning. It may be an idea to add with uploaded work, the amount of support your child/ren required to access the learning too. This way the class teacher can gauge the level of support needed and how to plan appropriately for the following lessons that week.
- Teachers will also reply to queries and questions throughout the week linked to your child's work.
- If a class teacher is concerned about the level of progress an individual child is making, they will contact the family (via email, a phone call or Tapestry) to discuss next steps or ways in which children may be supported.
- Class teachers will be continuing with on going assessment as part of their planning and preparation time for daily videos/lessons.
- Depending on the length of time the school is in lockdown, assessment tasks may be completed as part of home learning activities. This may be a piece of writing which is uploaded to Tapestry for staff to assess, a set of maths questions to gauge their mathematical understanding or through queries and questions raised on Tapestry.

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?

For pupils with an EHCP the school has offered the following support during a 'full lockdown'
- Pupils are strongly encouraged to attend school full-time so that they can receive daily supported outlined in their EHCP outcomes.
- Learning will be differentiated appropriately for individuals linked to their EHCP objectives and latest IP (Individual Plan) targets.
- If your child has support from other external agencies (speech and language therapist, OT support), pupils will also be supported to work on external agency targets as part of their daily provision. This may be via video calls or visits to school.
- Individual plans will be assessed and reviewed regularly in line with our usual SEN policy.
- Mrs Elliott, the school SENDCO (Special Educational Needs and Disabilities Coordinator) will be available via email (Enquiries@bsm.bwmat.org) should you have any questions about the provision or support in place for your child. Please note that Mrs Elliott's SENDCO allocated working days are **Thursday and Friday.** Alternatively, you may also wish to contact Mr Purkiss or Mrs Rigby on a **Monday to Wednesday**.

- If your child is not in school, then daily videos provided by the class teacher and your child's one to one support will be uploaded to Tapestry. Any one-to-one videos will be directly linked to your child's targeted learning outcomes on their EHCP or Individual plan.

What if my child is on the SEND register but does not have an EHCP?

For the majority of children identified on the SEND register, additional tasks may be sent home via Tapestry to support your child with their specific area of need. Please be aware that some targets may not be met during a full lockdown and some interventions will not be able to be run. Pupils will continue to access the videos via Tapestry for their child's year group. Much of the learning has been differentiated by the class teachers so that pupils can choose their level of challenge. For younger children this may need to be monitored and supported by parents, but for older pupils they may select the level of challenge. We also advise parents, that if you have a particular question then please contact your child's class teacher via the 'observation' tab on Tapestry. This way your child can access support specific to their learning from their class teacher.

To support children's social, emotional, and mental health support through THRIVE, then there are various activities for different ages on the website that parents can access at any time. The regular Zoom PSHE / Circle Time /Check in sessions are designed to support mental health and wellbeing in every class.

Why have you chosen pre-recorded lessons instead of live lessons?

We believe pre-recorded lessons are best for our school community for the following reasons:
- The biggest advantage of hosting pre-recorded lessons via Tapestry is accessibility. Where a family is sharing one or even two devices, not everyone can access at the same time and as such Tapestry provides great functionality to access videos at different times;
- Using pre-recorded lessons on Tapestry means that pupils can pause, rewind and revisit explanations they have struggled with - children and parents are able to go at the pace for the lesson that best suits them at home whether quicker or slower;
- Pre-recorded videos on Tapestry allows flexibility for parents to access them to suit working patterns and individual family situations;
- Pre-recorded videos minimises screen distractions and background noise particularly for those who have additional Special Educational needs such as hearing/vision impairments or ASD but also for children who may have difficulty concentrating outside the classroom environment.
- Quieter children are not missed and everyone has a chance to shine if the work is uploaded individually.
- There is less chance for comparison with other children because learning uploaded at home is private, as are individual comments written by teachers as part of the regular feedback. However, all teachers involved in a class are able to see and comment on the learning completed by individual children.
- There is also the privacy aspect - live teaching opens up the teacher and child's home situations to a wider audience and this may be a cause of anxiety for some families/teachers about their home situation compared to others. It may also cause issues with safeguarding where family members may be overheard or seen in the background of live lessons.
- The recorded teaching ensures that all children get the same initial input by teachers regardless of whether they are at home or school.
- We know that children are spending longer in front of a screen and so the 10-minute time limit of video length enforced by Tapestry goes some way towards ensuring that children have the opportunity for time in lessons away from a screen.

We hope this guide has been useful and outlined our collective approach to remote learning. Should you have any further questions please direct them to **Mr. Kevin Purkiss (Head Teacher) or Mrs. Claire Rigby (Deputy Headteacher Monday-Wednesday)** via Enquiries@bsm.bwmat.org