



DFE updated Remote Learning Guide for Parents

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Bell Lane Primary School has developed the following plan. This plan offers high quality and broad remote learning opportunities with a mix of online and offline resources. Year groups have been kept in bubbles to minimise the number of pupils being isolated at any one time. We recognise that younger pupils and those with SEND may not be able to access remote education without adult support and so a range of activities will be offered, and the remote learning curriculum will be age appropriate.

We will aim to 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, (If the science topic requires hands on investigations, we may change the science topic to one from later in the school year that lends itself to being taught remotely through videos, and other information sources. The practical science topic will then be taught when the school reopens.)

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:

Nursery	Minimum number of hours each day is 1 hour, teachers will aim to set 1-2 hours of learning each day.
Reception	Minimum number of hours each day is 2 hours, teacher will aim to set 3 hours of work each day.
Key Stage 1 (Years 1 and 2)	Minimum number of hours each day is 3 hours, teachers will aim to set 3-4 hours of work each day.
Key Stage 2 (Years 3,4,5, and 6)	Minimum number of hours each is 4 hours, teachers will aim to set 4-5 hours of work each day.

This plan will be applied in the following instances:

1. An individual is self-isolating because of a positive test within the household;
2. A class group/ bubble of children are self-isolating because of a case of coronavirus in **one** bubble;
3. A whole cohort is self-isolating because of an outbreak of coronavirus
4. Whole school closure due to wider community outbreak of coronavirus

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#)

Software and online platforms

Teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by National Oak Academy and White Rose Maths. Teachers have made clear links between Bell Lane curriculum, Oak Academy and other online platforms. Children will remain in contact with their Class teacher through Google classroom

Oak Academy has been selected to support remote learning for a number of reasons. The Oak Academy lessons are in line with our teaching and learning policy and have been recommended by the DfE. The online lessons are free to all and offer a recorded taught session so that the children can access direct teaching from a teacher and then access work relating to that lesson within the same website. There are also lessons specifically aimed at children with SEND needs and those who may require additional support.

Mathematics

White Rose Maths and National Oak academy resources will be used as they are matched to our current maths curriculum model. Children are very used to seeing these resources in class and they are already part of our curriculum policy.

Mathletics, times table rock stars and Purple Mash will all be utilised to support the acquisition and retention of basic core skills and are already part of our curriculum and home learning routines.

Subject area	Assessment
English Jane Considine live lessons- 'The Write Stuff'	Live verbal feedback and written feedback
Phonics – Read Write Inc Pupils in the EYFS will receive a daily phonics session. In Year One & Two will access daily, structured phonics lessons from Read write Inc portal. The delivery of these sessions is in line with our school provision and our teaching and learning policy. High quality phonics lessons are a key part of our recovery curriculum and will continue in the event of a bubble or year group learning at home. Differentiated phonics lessons will be shared with the parent to ensure the child	Live verbal feedback and written feedback

<p>progresses appropriately and does not miss out on key learning if they are away from school.</p>	
<p>Reading</p> <p>Pupils will be expected to continue to read each day for at least 30 minutes. Class teachers will allocate reading books weekly on the Bug Club Library, these reading books are levelled and are the same books that we use in school to support children's early reading. In EYFS and Year 1 children will be allocated reading books that match their phonics sets that they already know and are currently learning. In years 2- 6 they will be allocated books based on their reading levels. Links will be sent to parents to support access to online reading books including Oxford Owl. When children are reading a class novel and this links to their writing curriculum, this might form part of the teaching for the day or staff read the text at the end of each day. For younger pupils, the reading aspect of the English curriculum may be prioritised during remote learning and staff may use the opportunity for face-to-face contact with pupils to listen to them read.</p>	<p>Live verbal feedback and written feedback</p> <p>Google Form quizzes</p> <p>Bug Club data tracker</p> <p>"What have I learnt..." self-assessment document that children complete at the end of a unit of work</p>
<p>Spelling</p> <p>Spelling shed used to support pupils with their spelling at home.</p>	<p>Verbal feedback and written feedback</p> <p>Google Form quizzes</p> <p>Spelling Shed data tracker</p> <p>"What have I learnt..." self-assessment document that children complete at the end of a unit of work</p>
<p>Grammar</p>	<p>Verbal feedback and written feedback</p> <p>Google Form quizzes</p>

<p>Additional grammar lessons using Spelling Shed and Bug Club Grammar.</p>	<p>"What have I learnt..." self-assessment document that children complete at the end of a unit of work</p>
<p>Science</p> <p>Developing Experts (DE) is being used along with Oak National Academy to support pupils with Science lessons remotely.</p>	<p>Verbal feedback and written feedback</p> <p>Google Form quizzes</p> <p>DE end of unit assessments</p> <p>"What have I learnt..." self-assessment document that children complete at the end of a unit of work</p>
<p>History or Geography</p> <p>Oak National Academy and BBC Bitesize are being used to support learning in History and Geography remotely.</p>	<p>Verbal feedback and written feedback</p> <p>Google Form quizzes</p> <p>"What have I learnt..." self-assessment document that children complete at the end of a unit of work</p>
<p>Art or D & T</p> <p>Oak National Academy and BBC Bitesize are being used to support learning in Art and D&T remotely. Teachers will be adapting the curriculum to enable access to Art and D&T units that lend themselves to remote learning.</p>	<p>Verbal feedback and written feedback</p> <p>Google Form quizzes</p> <p>"What have I learnt..." self-assessment document that children complete at the end of a unit of work</p>
<p>Religious Education</p> <p>Discovery RE, Oak National Academy and BBC Bitesize are being used to support learning in RE.</p>	<p>Verbal feedback and written feedback</p> <p>Google Form quizzes</p> <p>"What have I learnt..." self-assessment document that children complete at the end of a unit of work</p>
<p>Personal Social Emotional Health and Citizenship Education.</p> <p>Values</p> <p>Mindup</p> <p>Votes for schools</p> <p>RSE units will be taught once children return back to school.</p>	<p>Verbal feedback and written feedback</p> <p>Google Form quizzes</p> <p>"What have I learnt..." self-assessment document that children complete at the end of a unit of work</p>

<p>Music</p> <p>Charanga, Oak National Academy and BBC Bitesize are being used to support learning in music remotely.</p>	<p>Verbal feedback and written feedback</p> <p>Google Form quizzes</p> <p>“What have I learnt...” self-assessment document that children complete at the end of a unit of work</p>
<p>Spanish</p> <p>Language Angels, Oak National Academy and BBC Bitesize are being used to support learning in Spanish remotely.</p>	<p>Verbal feedback and written feedback</p> <p>Google Form quizzes</p> <p>“What have I learnt...” self-assessment document that children complete at the end of a unit of work</p>
<p>Physical Education</p> <p>Joe Wicks and 5 a day are being used to support learning in PE remotely.</p>	<p>Verbal feedback and written feedback</p>

Assemblies

Pre-recorded assemblies posted weekly on class dojo.

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:

The school works with all pupils to ensure there are no barriers preventing them from accessing remote learning. This includes;

- Providing appropriate and safe devices for pupils to access the remote learning offer.
- Providing data and internet access where needed in order for pupils to sustainably access the remote learning offer.
- Providing home packs which include any stationary and reading books, so that all can access and continue to learn through remote learning. These resources are aligned to and mirror, the digital remote learning programme in such a way so that no pupil is disadvantaged or will experience gaps in their learning.

How will my child be taught remotely?

Daily Contact

Google Classroom will support the school in offering children the opportunity to communicate with their teacher through video and messaging each day. This will be used as a teaching aid as well as a motivational factor and may be used differently for each school phase. Our expectation is that children will get at least one opportunity for face-to-face time with their teacher daily. This may be to set the day's work, provide introductions for a lesson, or for children to 'drop-in' to receive further support or feedback after accessing the learning.

In the event of any form of self-isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory. To support parents and pupils with remote learning, Bell Lane Primary will ensure that their provision is available and accessible to all. However, if children themselves are too ill to attend then they should not be expected to engage in home learning. We understand that home learning may present challenges for different learners and different families and encourage those who are experiencing challenges to inform the school so we can put additional support in place.

Pupils will receive;

- the appropriate number of live remote learning sessions in line with age, stage and learning need
- the appropriate length of live session being in line with age, stage and learning need
- an effective and informed balance of live and non-live sessions that support learning and engagement
- sessions specifically designed for remote learning rather than simply duplicating classroom practice
- sessions that support appropriate engagement and interaction
- access to devices, the internet, with enough internet data to access remote learning (where applicable)
- quality feedback
- differentiated remote learning in line with their learning needs
- Appropriate reading books provided to support pupils continued development
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

Timetable for Google Meet Lessons - Whole School Closure

Video conferencing timetable – Whole School Closure							
	08:30 09:00	Session 1	Session 2	Session 3	Afternoon Sessions	14:25 14:45	14:50 15:00
Monday	Registration / Setting assignments	Live session Whole Class Reading Intervention after lesson	Live session English Intervention after lesson	Live session Maths Intervention after lesson	Marking, feedback, attendance and engagement calls, group/ 1:1 interventions	Assignment setting	Story Time
Tuesday	Registration / Setting assignments	Live session Whole Class Reading Intervention after lesson	Live session English Intervention after lesson	Live session Maths Intervention after lesson	Marking, feedback, attendance and engagement calls, group/ 1:1 interventions	Assignment setting	Story Time
Wednesday	Registration / Setting assignments	Live session Whole Class Reading Intervention after lesson	Live session English Intervention after lesson	Live session Maths Intervention after lesson	Welfare calls to families	Assignment setting	Story Time
Thursday	Registration / Setting assignments	Live session Whole Class Reading Intervention after lesson	Live session English Intervention after lesson	Live session Maths Intervention after lesson	Marking, feedback, attendance and engagement calls, group/ 1:1 interventions	Staff Training	Story Time
Friday	Registration / Setting assignments	Live session Whole Class Reading Intervention after lesson	Live session English Intervention after lesson	Live session Maths Intervention after lesson	PPA - Project Work/ PSHE & Wellbeing		

Each year group will receive their timetable on class dojo & Google Classroom weekly with the learning focus for the afternoon assignments.

In preparation for home-learning, parents and children have received logins and passwords for the following platforms (likewise teaching staff, parents and pupils need to be familiar with them):

Individual logins required:

Google classroom

My USO to access Purple Mash

Mathletics

Bug club

Spelling Shed

Times table Rock stars

No login required:

RWI Videos

Oak Academy

Devices

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 have a small number of devices that we can lend to families to use during a lockdown or isolation period. We will lend devices based on the information we have collected from parents on their child's access to a device. If you have not completed this form or already informed us that your child does not have access to a device, please contact the school office to let them know.
- School has gained four routers from the DFE and will give these out to families that are having difficulties.
- If we are unable to lend your child a device, we will give our paper packs of the learning for the week. These can be picked up from the school office weekly. Each week these completed paper packs need to be returned to the school in order for the teacher to look at the work completed and provide feedback. If your child requires a paper pack of work, please let their class teacher know or contact the school office. Classroom secrets would be used as a means of supplementing the learning provided by the class teacher,

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?

Working together is vital in order to deliver an effective remote learning offer. We expect parents and carers to support;

- Pupil's attendance and access of the remote learning. This should be to the same levels of engagement as when they are accessing learning in the school building.
- Pupil's being on time and ready to interact and learn through timetabled remote learning sessions.
- Pupil's completion of tasks and the submission of these to the teacher. This will allow assessment and feedback to support further learning.
- Pupils with an area at home to work, that is as quiet as possible, removing distractions for the remote learning to take place.
- Sessions not being disrupted, including anyone else in the household contributing to the session.
- Sessions not being videoed or photographed by parents.
- All stakeholders by raising any issues or concerns with the school.
- Pupil behaviour, so that it is line with schools expectations while accessing remote learning.

Feedback and assessment 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:

- Completed pupil work to be placed on Google classroom.
- Marking and feedback of English and maths daily. Foundation work to be assessed on a weekly basis.
- Verbal feedback in live lessons
- Misconception intervention sessions after main teaching session

Assessment for learning:

- Thumbs up, thumbs down signals to answer questions in live lessons
- Multiple choice questioning with the use of the chat function in the live lesson
- Peer assessment opportunities in live lesson verbally and in the chat box
- Low stakes quizzes in live lessons and using other platforms such as google forms

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

Attendance of remote learning will be taken at appropriate intervals during the day. At times of absence due to any technological issues or barriers;

- The school will be in touch that day to discuss and support addressing these barriers ahead of the follow day's sessions.

Where there has been absence not due to technological barriers;

- The school will make a phone call to the home. These checks and calls will be performed daily in order to check welfare of pupils and support pupils' engagement in learning in line with expectations.

At all stages we will work together with parents, carers and pupils to support their engagement and attendance. We will offer support and advice to parents and carers whenever it is required.

Wellbeing Wednesdays. Your class teacher will call all parents biweekly to check in with your child.

Some families will have weekly check-ins from the Mrs Greene (HLTA Inclusion)

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:

Pupils receive feedback in several different ways. These are balanced and appropriate to support teacher, pupils and purpose. These include;

- In the moment feedback during live sessions, through teacher / pupil interaction
- General marking of work submitted/ uploaded
- Verbal or written feedback, sent through a recorded message attached to the pupil's work (deep feedback)
- Video uploaded to class dojo or google classroom or live intervention sessions which identifies misconception with teacher modelling how to address this misconception (deep feedback)

Feedback is a vital part of engaging and supporting learning and wellbeing during remote learning. As such we ensure that all children get feedback daily. Deeper forms of feedback, such as verbal feedback and a modelling video are generally received by pupils weekly.

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:

- At all stages, learning is personalised to meet the needs of individuals.
- Technology and platforms ensure that differentiation and bespoke support is not limited or hindered.
- Support will be provided to ensure, where possible, all can utilise the technology to support their learning.
- Where technology itself might prove a barrier for specific learning needs, appropriate and effective alternative will be provided.
- Whilst the school draws on the capacity and expertise with school but will also liaise with wider professionals, such as vision and hearing team etc.
- Small group or 1:1 google meet sessions with the teacher or learning partner
- Differentiated work set that meets the needs of the child
- Welfare check ins with the family
- Conversations with parents in relation to how we could support the child further
- Home learning tasks delivered to the home for children who need to develop a range of skills e.g. physical and speech and language development
- Printed learning pack to support the child's understanding of task

An individual pupil needs to isolate because someone in their household is symptomatic or tests positive

Ongoing Support	Safeguarding/SEND
<p>The class teacher will email worksheets or the relevant pages of workbooks for completion, ideally the day before, to allow parents to see the learning materials prior to supporting their child. The teacher will decide what materials are most appropriate for the individual child.</p> <p>If teaching input is required for core lessons, the teacher can either direct the parent to a relevant Oak National taught session or the child could use or google classroom to access the learning materials for the day.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to attendance@belllane.barnetmail.net</p> <p>If a child is entitled to benefit-related FSM parents may contact the school for additional support if isolating.</p> <p>If a child is vulnerable in any way, the DSL or deputy DSL will ensure that appropriate agencies are notified and arrange for regular checks via a phone call from the DSL or deputy (record on to safeguard).</p> <p>If a child does not engage, the class teacher is to call the parents to discuss obstacles and offer support.</p>

A class group of children are self-isolating because of a case of coronavirus in their class bubble/ Whole school closure

Ongoing Support	Safeguarding/SEND
<p>SLT will send an email to the parents to explain the reason for self-isolation and to inform them of the home learning expectations.</p>	<p>School office to contact parents know to communicate test results to attendance@belllane.barnetmail.net</p>

Class teachers will provide daily resources for their class, these resources will be posted on Google classroom and Class dojo. Daily plans will consist of:

- A maths lesson
- A writing lesson
- A foundation subject lesson
- A physical activity
- A reading session

The Class teacher will share links to appropriate lessons from:

White Rose Maths or Oak National lessons. Teachers will then be accessible to children through Google Classroom so that any issues or re-teaching can be delivered to a whole class or small groups.

For non-core lessons, resources will be shared on Goggle classroom or Purple Mash. Where possible web-links to appropriate support materials will be shared. This will often be through National Oak Academy using lessons that link to the Bell Lane curriculum.

Completed work should be shared through Google classroom/ Purple Mash or completed in the child's Home Learning exercise book. Teachers may ask parents to scan or photograph a completed piece of work to enable more precise feedback, this may be more appropriate in the younger years. Those children that need additional support following feedback are to be directed to class teacher through google meet or class dojo with attendance expected. Feedback in this way may be for individual pupils or groups of pupils of similar ability and the feedback may be provided by a teacher or learning partner.

If a child is entitled to benefit-related FSM parents may contact the school for additional support if isolating.

If a child is vulnerable in any way, the DSL or deputy will ensure that appropriate agencies are notified and arrange for regular checks via a phone call from the DSL or deputy (record on Safeguard).

If a child does not engage, the Class teacher is to call the parents to discuss obstacles and offer support.

Where children would normally receive additional support from Learning Partner the class teacher will endeavour to provide differentiated work and the Learning Partner will make weekly calls to see if there is any further support needed.

Where children would normally receive support from SEND agencies, the SENDCO will make arrangements for those to continue via Microsoft Teams as long as the agencies engage.

Support from our HLTA Inclusion will continue online if parents are happy for this to continue remotely.

In the event of teachers becoming ill, senior staff or Phase Leaders will be required to take over the responsibility for the isolated class. When this is the case, daily face to face contact may not be possible however links to online learning will be shared and engagement would remain compulsory.

