



Bloxwich Academy Primary Remote Education Provision – A Guide for Parents

Remote Learning Statement:

“Bloxwich Academy aims to ensure that home learning and learning in school offer parity, meaning that all children are in receipt of the same curriculum and no learning is lost. This is also known as ‘Remote Learning’ as home and school learning are remote together and not separate. It is our intention to provide an effective strategy and the resources necessary to proactively support all children, who are not able to attend school due to circumstances related to Coronavirus.

The curriculum for Remote Learning will match that taught in school so that all children continue to make progress in their learning whether accessing in-school or remotely. They will then be able to return to the classroom having kept up with subject knowledge and content.”

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?

- If your child has to self-isolate then work will be set through Microsoft Teams and this will be ready within 24 hours.
- If a year-group or the whole school has to isolate the curriculum for the year group or school will be moved to a remote format straight away.

- In the first couple of days after children are sent home, they can continue to access online learning through Times Tables Rockstars, White Rose Maths, Accelerated Reader, IDL, Ruth Miskin phonics and Learn By Questions.
- Children should read their book to an adult, and also be read to – for age appropriate periods of time. For the younger children, this could be periods of 10 minutes several times per day; for older children it may be 20-30 minutes at a time.

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?

- Pupils receive the same teaching and curriculum remotely as they would in school wherever possible. We provide a varied curriculum through our remote learning.
- Within the first few days of remote education, our 'live' lessons will commence.
- Pupils receive their curriculum for Reading, Writing and Maths, with the teachers modelling their expectations as they would within the classroom environment.
- PE lessons are timetabled through a mixture of recorded and live lessons; these may be recorded by the teachers or by other providers, such as the PE sessions with Joe Wicks.
- All classes also receive a weekly PSHE lesson, following our school's policy.
- Pupils receive learning based around projects or history/geography, which they would have focused on if they were in the school environment.
- If age appropriate, the children will receive live feedback sessions and work that has been submitted is marked and commented on through the Teams channels that the children access.
- Interventions, which take place in school are also planned where possible, such as the Accelerated Reader and IDSL.
- Needed adaptations will evolve daily, which involves how the day is structured and timetabled compared to a normal school day for pupils.
- Across the week pupils will still have learning in the core subjects and a variety of foundation subjects, as they would in school.
- The timetables are available to pupils and parents in advance weekly via the website, newsletter and text link, for each year group
- Story time sessions are timetabled for every day.
- For those children who are unable to access the remote learning due to the lack of internet or devices in the home, we provide home learning packs.

Exemplar timetables for:

Bloxwich Academy Primary
'Be The Best You Can Be'

RFH
Remote Learning Timetable
Week beginning 25th January

	9:00-9:30	9:30-10:30		10:00-10:30	10:45-11:45		1:00-2:00pm	2:00-2:45pm	2:45-3:00pm
Mon	Welcome Phonics	Phonics independent challenge	Break Time	Maths-3D Shape	Literacy- Goldilocks and the Three Bears Squiggle	Lunch Time	Online learning project	PE with Joe	Story
Tue	Welcome Phonics	Phonics independent challenge		Maths- 3D Shape	Literacy- Goldilocks and the Three Bears Squiggle		Online learning project	Online learning project	Story
Wed	Welcome Phonics	Phonics independent challenge		Maths- 3D Shape	Literacy- Goldilocks and the Three Bears Squiggle		Online learning project	PE with Joe	Story
Thu	Welcome Phonics	Phonics independent challenge		Maths- 3D Shape	Literacy- Goldilocks and the Three Bears Squiggle		Online learning project	Online learning project	Story-
Fri	Welcome Phonics	Phonics independent challenge		Maths Meeting	Topic Squiggle				

EYFS

Bloxwich Academy Primary
'Be The Best You Can Be'

2LW
Remote Learning Timetable
Week beginning 25th January

	9:00-9:30	9:30-10:30		10:45-11:45	11:45-12:30		1:15-1:45pm	2:30:2:50pm	2:50-3:30pm
Mon	PE with Joe Wicks	Maths Redistribute equal groups	Break Time	Reading Bog Baby Book cover First part	Writing Diary writing cold task	Lunch Time	Review and Feedback	PE 2pm With Miss Machin	Oxford Owl/EPIC Reading from home
Tue	Phonics RWI	Maths Add equal groups		Reading Bog Baby Vocab Second part	Writing The New Cut Gang- story map		Review and Feedback	Story Time Winnie's Magic Carpet	Oxford Owl/EPIC Reading from home
Wed	PE with Joe Wicks	Maths Make arrays		Reading Part 3 review and explain	Writing The New Cut Gang- story map part 2		Review and Feedback	Story Time Paper Dolls	RWI spelling activities
Thu	Phonics RWI	Maths Reasoning and problems		Reading Bog Baby Infer/predict	Writing The New Cut Gang- storymap part 3		Review and Feedback	Story Time Alice in Wonderland	RWI spelling activities
Fri	PE with Joe Wicks	Maths Reasoning and problems		Reading Bog Baby Explain and Retrieve	Writing WAGOLL How to write a diary recount		PSHE How do we feel?	Story Time The Aliens	Oxford Owl/EPIC Reading from home

KS1

Red = Lesson is live on teams

Bloxwich Academy Primary
'Be The Best You Can Be'

6JM
Remote Learning Timetable
Week beginning 25th January

	8:30 – 9:00	9:00-10:00		10:15-11:15	11:15-12:15		1:00-1:45pm	1:45-2:45pm	2:45-3:15pm
Mon	TT Rockstars and hit the button	Maths Fractions, decimals and percentages	Break Time	Reading California's unlikely warriors.	Writing The Golden Compass Key characters	Lunch Time	Topic – Science evolution of animals	Completion of topic task	Class reader
Tue	Arithmetic	Maths Ordering fractions, decimals and percentages		Reading California's unlikely warriors.	Writing The Golden Compass Expanded Noun Phrases		Topic – Science fossils	Completion of topic task	Class reader
Wed	Arithmetic	Maths Percentages of amounts		Reading California's unlikely warriors	Writing The Golden Compass Generating vocabulary		Topic – Science inheritance	Completion of topic task	Class reader
Thu	Arithmetic	Maths Percentages of amounts		Reading California's unlikely warriors.	Writing The Golden Compass Synonyms		Topic – Science Recap and review of topic	Completion of topic task	Class reader
Fri	TT Rockstars and hit the button	Maths Missing values involving percentages		Reading California's unlikely warriors.	Writing The Golden Compass Analysing a scene		PE With Miss Machin	PE With Miss Machin	PSHE – Dreams and Goals

Red = Lesson is live on teams

KS2

- During these windows of time, pupils will be expected to log into Microsoft Teams.
- Their class teacher will be logged into Teams to explain the learning and support pupils with their work by checking for common misconceptions and providing feedback.
- Work set throughout the lesson will be given an agreed amount of completion time by the class teacher.
- Pupils should join their class channel for each lesson through either the individual class or their personal calendar within Teams.
- Pupils will be required to complete additional work alongside these times to ensure that they cover all aspects of the curriculum. For example, in core subjects where they would usually have more allocated curriculum time.

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:

EYFS	Minimum of 2 hours per day remote teaching with the class teacher, plus their own independent work.
Key Stage 1	Minimum of 3 hours per day remote teaching with the class teacher, plus their own independent work.
Key Stage 2	Minimum of 4 hours per day remote teaching with the class teacher, plus their own independent work.

Accessing remote education

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

All remote learning will be accessed through Microsoft Teams. Pupils can access this with their normal school username and email address. Pupils can access Teams along with all of the other platforms used in school through:

<https://bloxwichacademy.rmunify.com/>

For a detailed guide to accessing and using Teams:

<https://bloxwichacademy.co.uk/wp-content/uploads/2020/10/Microsoft-Teams-step-by-step.pdf>

Other software used:

- Times tables Rockstars
- Accelerated Reader
- IDL
- Learn by Questions

- Scratch
- Charanga
- BBC Bitesize
- Oak National Academy
- White Rose Maths
- Ruth Miskin Phonics
- GET EPIC reading
- 2Simple (EYFS only)

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 have taken the following approaches to support those pupils to access remote education:

- During the autumn term we have surveyed all pupils to identify who will struggle to access remote learning.
- We have also supported parents by applying for additional data during lockdown and remote learning.
- Laptops from the Department for Education have been issued and distributed for all vulnerable & SEND pupils.
- As laptops are supplied, we are issuing them on a priority basis dependent on what devices are currently in each household.
- If your child does not have access to a suitable device or to the internet to complete remote learning then please contact the class teacher and/or the school office.
- Any additional devices we have within school are also distributed to families who are struggling with devices or with multiple siblings trying to access the online learning.
- Lessons are recorded so that the children can access them at a later time during the day. This is particularly beneficial for those parents who have more than one child who needs to access the lessons. It is also an advantage to those children who need to pause the lesson to process the information properly or re-visit to clarify what they need to do.
- All children that are working from home, whether participating in 'live' lessons or using work packs have been provided with books to work in, which will be brought back into school to share with their teachers when it is safe to do so.
- Resources can be printed for the parents where necessary by contacting school using the email or telephone number below.

If your child does not have access to a suitable device then we can offer them a place within school as a qualifying vulnerable pupil. You can do this by calling 01922 710266 or emailing primarypostbox@bloxwichacademy.co.uk

How will my child be taught remotely?

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

- Pupils receive a minimum of 3 hours in KS1 and 4 hours in KS2. We use a combination of the following approaches to teach pupils remotely.
- Live teaching (online lessons) - teacher interacts in real time using Microsoft Teams
- Recorded teaching by the class teachers (of the live lessons) - lessons are recorded using Teams and saved in the class channel.
- Recorded teaching done by Intervention teachers for SEND pupils (lessons, video/audio recordings made by teachers and saved in the class channel)
- White Rose and TT Rockstars used for delivery of Mathematics
- Ruth Miskin used for delivery of Phonics
- Recorded teaching from other providers, such as Joe Wicks or the Oak National Academy.
- Printed paper packs produced by teachers to support planned lessons - using online resources to generate these such as; TWINKL, White Rose, Classroom Secrets, Testbase, Cornerstones
- Oxford Owl, Accelerated Reader and EPIC Reader for online access to books
- Other commercially available websites to support the teaching of specific subjects, provided to the parents and children through useful links.
- Learning projects following theme days and national celebrations to be completed.
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Reading books pupils have at home or online access

However, all lessons and learning will take place through Microsoft Teams so that the curriculum is easily accessible and clear for pupils and parents.

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?

If your child is well but unable to come to school as they are self-isolating, or if the school is closed and they are well, they should continue learning online following the steps below:

- Some lessons require more support than others and we encourage our parents and carers to support their children in accessing the online lessons or work packs as applicable.
- All teachers are in contact with their parents and offer support and guidance where necessary.

- It is important for our parents/carers to try to establish a routine with their children, so that their learning can continue outside of the school environment and where families may be struggling to establish this, there are staff on hand to provide help and support.
- The Notebook facility within Teams allows the children to record their voices to give messages to their teacher and vice versa, which encourages further engagement.
- Parents may have to help pupils log onto to 'Teams' to access the work set by individual subject teachers through the calendar/teams app or the individual class page.
<https://bloxwichacademy.co.uk/wp-content/uploads/2020/10/Microsoft-Teams-step-by-step.pdf>
- If the whole school or an entire bubble is working remotely then you can access live support through the calendar in Teams where all lessons will be scheduled.
- The amount set should reflect the length of an ordinary lesson.
- Where possible, it is a good idea to complete tasks when you would ordinarily have had your lesson if you are an individual isolating. If the bubble or whole school is working remotely then you should follow the suggested timetable in this document.
- You should complete any tasks set in 'Teams' on your class channel and submit your work through your notebook.
- The majority of the work your teachers set will include acquiring new knowledge, skills or understanding and then demonstrating, consolidating or applying it to certain situations.
- Work is being completed by pupils in their personalised notebook.
- Please do not email work or direct links to your teacher's emails but use the year group assigned ones.
- Teachers are marking & giving feedback to pupils on their work. This can be done in live lessons in Teams notebook, where pieces of work will be assessed, and feedback provided on these. If work is submitted the teacher may also 'Fix it' and make 'green pen' corrections as advised.

LIVE LESSONS:

- If you are asked to join a live lesson you should keep your microphone on mute whenever directed by the teacher. Pupils should only unmute their microphone when instructed by the teacher.
- Pupils should use the 'raise hand' feature if they wish to communicate with the teacher or their class. They must then wait until their teacher directs them to speak.
- Pupils must only use the chat facility when instructed to by their teacher. Pupils should only use this facility to discuss the topic that they have been directed towards.

- Pupils must follow staff instructions and not disrupt lessons in accordance with the school behaviour policy. If a pupil disrupts online learning they may be banned from joining live lessons and have to attend school.
- Pupils are not required to wear school uniform during live lessons. However, they should wear appropriate clothing for school.
- If you need to talk to someone about a problem or concern whilst at home, email the class teacher in the first place and they can arrange to support you in the best way possible.
- Finally, if you have any questions about your learning, you can communicate easily with your class teachers by using school email and Teams via messages if you are responding to marking or feedback.

Responsibility of parents and guardians

Good communication between parents/guardians and the school is vital for supporting children with their remote learning. Parents/guardians should support their child by:

- Making the school aware if their child is ill and cannot complete work
- Contact the class teacher / school office or head teacher if your child is having difficulty completing or accessing the work
- Be respectful when communicating with any member of staff

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

The range of methods that teachers will use to provide feedback include, but are not limited to:

- Using the “Comments” function on One Note documents
- Providing feedback directly in the ‘Feedback’ box on Teams
- Providing whole class feedback rather than feedback on individual pieces of work for general trends of learning and targets for a class
- Feedback via another website / piece of software (e.g. OneNote) through a tailor-made quiz
- Embedding oral feedback into pupil work through a recorded audio clip.
- Providing verbal feedback to pupils on ‘live work’ during a lesson
- Informal feedback during their lessons.
- Teachers & Leadership are tracking if pupils are joining the live lessons and those who are completing their work. If pupils are not completing their work then support and guidance will be offered.
- If a pupil has no means of completing work at home, then they will be expected to attend provision in school.
- Phone call home from a member of staff will take place at least twice a week to speak to the parent and child about their remote learning and well-being. *(If there are concerns, teachers will contact parents via email or by phone in the first instance. Our initial contact will be to establish whether there is a particular difficulty or misunderstanding we can help with. Further contact will be made if there is no – or little – improvement. Again, the emphasis will be on how school can help, and we will discuss any barriers that may be getting in the way of a child learning. We will work with parents to identify solutions, and to put them in place).*

In cases where staff cannot contact parents via email or phone, they may arrange to carry out a home visit.

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:

- Through the live sessions, the children are given instant verbal feedback and the children offer peer support as they are interacting through the live sessions.
- Work that is submitted is marked and commented online through the Teams channel and praise is given accordingly. Parents are also able to contact the teachers through this platform.
- For those children who are using work packs, the teachers are able to encourage them to continue to complete their work during the phone calls home.
- The Senior Leadership Team monitor the work and feedback that is being given as well as the call log regarding phone calls to parents.
- Each teacher has time planned on their timetables to provide feedback to the children.
- All children who have submitted work should expect to receive feedback within 24 hours.

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:

- Teachers of our SEND children are also completing online lessons and work packs to cater for their specific needs.
- SENCo is in regular contact with the parents and carers to monitor how they are coping during the school closure.
- For SEND children who have internet access but a lack of devices in the home, laptops are provided to help them to access their teachers learning live or they are encouraged to attend school
- We quality assure that all lessons deploy Quality First Teaching strategies to enable learning that is accessible for a wide range of needs

- Teachers are aware of pupil needs and how best to support these
- Teachers are aware that pupils may need additional support with reading, new vocabulary and numeracy skills. These will be provided in addition to Quality First Teaching strategies
- SEN pupils are supported where necessary with ongoing, additional interventions to support their literacy and numeracy skills
- SEN pupils are encouraged to attend school provision if they are struggling to access remote learning to minimise impact on their emotional well-being and academic progress
- All parents/ carers of SEN pupils have a direct email address to the SENCo primarysend@bloxwichacademy.co.uk

Remote education for self-isolating pupils

Where individual pupils need to self-isolate, but the majority of their peer group remains in school, remote education 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?

- Assuming an absence has been agreed with the school, and the pupil in question is healthy enough to work from home, the school will provide work for pupils who are unable to attend in person. If this occurs for an individual student, the collation of work and communication with the parent will be coordinated by the pupil's class teacher and/or the pastoral manager.
- The pupil's class teachers will use Microsoft Teams to make work available to the pupil.
- An allocated member of SLT will be responsible for quality assuring the work set.
- Communication between school and parent should be once per week.
- Work will only be provided to pupils in this way if there is an agreed absence lasting two or more working days.
- If a significant number of students are absent from school, but the school remains open, the Headteacher will decide if work will continue to be set through Teams for those absent or to move to remote lessons for the whole group or teaching bubble.