

Remote education provision from BEA during periods of school closure or pupil isolation relating to COVID-19.



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?

Teachers have planned packs of work which are personalised to each child in their class, designed to last for a period of 2 weeks. These were delivered to homes in September and used during a 2 week period of school closure in December 2020. New packs were prepared by class teams and delivered on Monday 4th January. Further contingency packs will be prepared ahead of future periods of school closure.

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?

The BEA curriculum is highly practical and community based and consequently the curriculum will be different to normal during periods of home learning.

However, we will continue to focus on the following key areas:

- Development of Communication and Literacy Knowledge
- Development of Cognition and Numeracy Knowledge
- Personal Development and Independence through work on each child's EHCP outcomes
- Independence Skills for Life and Living (including careers)

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 online sessions, home learning activities, choosing time, physical breaks and independence tasks) will take broadly the following number of hours each day:

Key Stage 1	3 hours
Key Stage 2	4 hours
Key Stage 3 and 4	5 hours

Accessing remote education

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

We have set up microsoft accounts for each pupil to access the TEAMS platform for online sessions. We recommend that parents use these pupil accounts rather than email addresses from non-Microsoft suppliers for the best connectivity.

Laptops, Tablets preferably or more modern phones with video call facility may be used for accessing online sessions.

Few of our pupils record work using paper and pens and so we encourage parents to video or photograph their child's achievements and use the Tapestry platform to evidence their progress over time. We are happy to support you with this process.

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 challenges that different families may face in accessing online content are various and include:

- Access to hardware, including computers and tablets
- Access to internet connectivity
- Technical knowledge of unfamiliar programmes or platforms

We take a bespoke approach to supporting families in accessing resources including:

- Supplying laptops, tablets, dongles, SIM cards, preloaded memory sticks, guidance documents for accessing programmes or platforms we use

We have a designated member of staff, Michael Upsall michael.upsall@bea-cit.co.uk who is available to support parents or staff with technological challenges. He is able to draw on the expertise of Tom Booth, CIT Strategic Lead of Technology and Ark ICT solutions for support.

How will my child be taught remotely?

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

At BEA we make use of a blend of remote teaching approaches:

- live teaching (online lessons)
- recorded teaching (e.g. video/audio recordings made by teachers, Oak National Academy SEND lessons)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- supported therapy sessions (guidance from specialist staff to enable parents to deliver live sessions to their children)

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?

We recognise that few of our pupils can engage with tasks independently for lengthy periods of time and that this places considerable additional demands on parents who sometimes have more than one child at home to support.

We anticipate that for every unit of focussed learning at their optimum learning level our pupils may require some time on activities at a level of lower cognitive demand to rehearse and overlearn skills as well as choosing time and exercise time.

For this reason we make use of consolidation activities which pupils can do on their own but which may be at a lower level than their optimum cognitive area of development. Such activities may involve sensory play, rehearsing familiar songs or stories, completing familiar puzzles.

Independence skills are a huge part of the curriculum for our children and so depending on each child's stage of development toileting, bathing, dressing, meal preparation, washing up, setting the table, gardening and a whole host of other household activities can build each child's physical and cognitive skills and may be considered a legitimate part of their daily educational provision.

Similarly, communication and the use of technology also constitute vital life skills and so a video call to a relative may be a valid educational activity for many.

Each child's class teacher will support parents in identifying tasks which support 'next step' life skills linked to EHCP targets.

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

We ask that parents account for their child's work on a daily basis. We expect to have daily contact with most children but at least every other day.

Contact may be through a video call, phone call or on days when these do not take place we encourage parents to upload evidence of their child's work onto Tapestry.

All contacts are recorded by staff onto our School Pod information management system.

If your class teacher is concerned that you are not managing to provide adequate support to enable your child to learn adequately they will:

- Offer additional advice and guidance
- Explore further technological solutions
- Discuss the situation with the Headteacher or member of Senior Leadership Team

If we are concerned about your ability to support your child's education at home following a period of support and guidance during a period of national lockdown when we are open for some pupils we will request that your child attend school.

If we are concerned about your ability to support your child's education at home following a period of support and guidance during a period of extended school closure we will remain in close contact and try to work directly with you and your child.

If we feel that your inability to support your child has become a Safeguarding concern we will follow our Safeguarding policy which may be found on the school website.

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

Assessment processes at BEA rely on careful observation of the knowledge and skills pupils demonstrate in learning situations.

Teachers and teaching assistants will observe the children in live sessions and videos supplied by parents and note key knowledge and skills that they observe. They will discuss their observations with parents who have been present during the learning activity to incorporate observations they may have made.

They will then set next steps in agreement with parents to build on what has been achieved.

Observed knowledge, skills and progress made will be recorded in learning journals and on Tapestry as is our normal practice when children are in school.

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 we will provide a blended curriculum which enables children to access class sessions remotely by video link when possible and appropriate and provides them with additional home learning activities to complete independently at other times of the day.

Expectations for contact between home and school, the amount of work to be completed and the assessment of work remain as described above.