



# Remote Education Provision: Information for parents and carers

This document sets out what remote education we will provide should national or local restrictions require pupils to learn from home. It includes guidance on how your child can access learning from home, what we will expect of them, and additional information as to what you can expect if your child is self-isolating.

## Rationale for Home Learning

Pupils at Bedford Free School are entitled to high quality teaching and a cohesive learning experience that uses and builds on prior knowledge. This is how we organise learning in school, so should national or local restrictions force us to close, it is vital pupils continue to review and build on their learning at home. **By engaging with home learning, not only do pupils learn more, but they are also less likely to forget what they have already learned in school. This should reduce the risk of pupils “falling behind” significantly during school closures.**

The available evidence on effective remote learning suggests that the quality of the teaching, rather than when it is delivered, is most important. We believe an effective remote education can be achieved through a combination of written online and print materials, quizzes and interactive learning activities, recordings and live teaching. Teachers will consider carefully which delivery method is best for the content being taught.

**Effective teaching responds to pupil understanding so it is important teachers can see your pupils' work. This enables us to check for any errors and confusion, and make sure we address them in future lessons to prevent big gaps in understanding from developing.**

We also believe it is important for pupils to stay in touch with their teachers and, where practical, we will aim for all pupils to have regular contact with staff.

### Key Points

- Work set will be accessible for pupils as it will build on secure prior learning, be broken down into logical, small steps, and will be explained clearly
- Teachers will explain and, where appropriate, model for pupils what exactly is expected of them
- The tasks set will match the explanations or models provided by the teachers, who will have thought ahead and addressed any errors they think pupils are likely to make
- Teachers will check pupils' understanding regularly and ensure future learning is planned to address errors or gaps in learning

## The remote curriculum: what is taught to pupils at home?

Teaching will involve a combination of retrieval of prior learning (essential for retention of knowledge) and new learning which will follow our published curriculum taught in school in most subjects. However, we may need adapt the curriculum sequence in some subjects, such as science, DT, PE and art, where specialist equipment is often required. In these cases, the curriculum will be adapted or re-organised, but will aim to follow the planned curriculum as closely as possible. If any material is not taught due to these changes, we will ensure pupils have a chance to catch up when they return to school.

Parents and pupils can see how the learning at home fits into the long term curriculum plan by viewing the overview under the "[Curriculum](#)" tab on the school website, in addition to the individual [subject information](#).

## What will happen on the first day pupils are working at home?

In the event of a cohort/bubble or school closure, teachers will switch immediately to the teaching plans below. In all cases, teachers will communicate and set work through Google Classroom, which all pupils have been shown how to log on to and use. By the end of the first day of closure, teachers will have created and uploaded the first set of daily teaching resources.

*My child tells me they can't log-on to school systems. Who do I contact?*

The majority of pupils have logged into Google Classroom on several occasions during the autumn term and should know their passwords. If they need any support with their login, please contact **Mrs Logan by email on [elogan@bedfordfreeschool.co.uk](mailto:elogan@bedfordfreeschool.co.uk) or telephone 01234 332290.**

We understand that not having access to IT equipment such as laptops can make remote learning more challenging. If you need support with this, we have a limited amount of equipment which we may be able to loan to you. Please email: [info@bedfordfreeschool.co.uk](mailto:info@bedfordfreeschool.co.uk)

## What is expected of my child each day when they are working at home?

The government guidance is explicit in its expectations for the quality of provision in remote learning. Guidance is set into two sections: the development of contingency plans for groups of pupils isolating whilst school is open, and remote learning expectations in the event of whole school closures due to local or national lockdowns. Our plans for each are set out below.

### In the event of whole school closures in response to local or national lockdowns:

Teachers at BFS will ensure that they provide high-quality responsive teaching, as outlined below. It will involve a combination of synchronous ('live') and asynchronous (recorded videos, written instructions, other printed and online resources) according to teachers' professional judgement.

We will set work via Google Classroom and provide resources and guidance to support students in working independently from home. We will also aim to provide some live teaching via Google Meet. To access these meetings, pupils need to log in to their Google Classroom for that lesson and follow the instructions given by their teacher. The link to the Google Meet will be displayed at the top of the class stream page.

We have produced the following guidance documents to help you support your child to access and use Google Classrooms and Google Meet:

- Guidance Document
- Google Classroom Parent Letter
- Pupil Code of Conduct for Online Lessons

You can access these documents on the school website in the [covid-19 section](#).

**Pupils will be expected to:**

- Wake up bright and early and follow their normal school day routine
- Go to classroom.google.com and sign in using their school-based Google account
- Take the Online Morning Register before 9 am
- Look at their timetable for the day and check those classrooms on Google
- Complete the work that has been set by teachers, sticking to their school timetable where they can and taking their breaks
- Spend around five hours per day learning. This is likely to include time spent reading, viewing pre-recorded/video materials, attending “live” lessons on Google Meet, self-quizzing or using interactive online quizzes, and working independently.

Department For Education Guidance	BFS Provision
<i>Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</i>	Pupils will be set work on Google Classroom every day according to their timetable. Work will have a clear educational purpose, with a focus on teaching new curriculum knowledge, practising skills, or reviewing and assessing what pupils know as part of a structured learning sequence. The work will be ‘ambitious’ in that it reflects our usual high expectations of pupils as far as possible.
<i>Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject</i>	Teachers will continue to review the curriculum plans and pupils’ learning of the curriculum, and Heads of Department will support and ensure that all teachers are clear about what they should be teaching.
<i>Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos</i>	Teachers will use their professional judgement to determine the best ways of delivering new content. It will be clearly explained and/or modelled through: <ul style="list-style-type: none"> <li>• ‘Live’ lessons (or parts of lessons) on Google Meet</li> </ul>

	<ul style="list-style-type: none"> <li>• Pre-recorded video content uploaded or linked onto Google Classroom</li> <li>• Developing or providing additional written resources (booklets, worksheets, lesson PPT slides etc.) so that new ideas are explained in a structured and increasingly complex way and/or with a greater number of examples or models</li> <li>• Using existing video resources from other sources, such as Oak National, to supplement our own resources</li> </ul>
<p><i>Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work</i></p> <p><i>Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</i></p>	<p>As would happen in school, there will be some element of formative assessment/Checking For Understanding each lesson. This might take the form of:</p> <ul style="list-style-type: none"> <li>• 'Live' questioning and feedback (e.g. using the chat function in Meet)</li> <li>• Quizzing using a Google Form or by linking to another website</li> <li>• Checking work that is submitted by pupils via Classroom (e.g. written answers, a photo of work that has been green panned)</li> </ul> <p>There is no general expectation that teachers should mark work (in the sense of providing written feedback) produced in lessons. Pupils are likely to be asked to green pen their own work. Rather, the teacher will use their assessment of pupil understanding to plan next steps in learning.</p> <p>More formal assessment of students' knowledge will take place, likely at the end of a unit of work, in line with the department's policy.</p> <p>An 'On Track' system will be used to report to parents about the extent to which pupils' engage with work.</p>
<p><i>Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers</i></p>	<p>Work should be set according to the timetable. Teachers will be contactable via Google Classroom (either in a Meet or through the chat features of the app) during lesson time. School staff, including teachers, Pastoral Leads, and members of SLT, may also contact parents and pupils by phone.</p>

**In the event of individual pupil isolation or bubble closure:**

If well, pupils will be expected to:

- Wake up bright and early and follow their normal school day routine
- Go to classroom.google.com and sign in using their school-based Google account
- Look at their timetable for the day and check those classrooms on Google
- Complete the work that has been set by teachers, sticking to their school timetable where they can and taking their breaks

Please be aware all lessons may not be available first thing in the morning, and it will not be possible to deliver “live” lessons to pupils isolating at home. This is due to the challenges of teaching pupils at home whilst the majority of pupils are being taught in school. Teachers will endeavour to make work available and respond to any pupil or parent queries at the earliest opportunity.

DFE Guidance	BFS Response
<p><i>Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school’s curriculum expectations</i></p>	<p>Our expectation is that all pupils should receive an ambitious, broad curriculum, rich in knowledge and carefully sequenced so that new knowledge builds on the old and is retained in pupils’ long-term memory. Our remote provision strives for this too.</p> <ul style="list-style-type: none"> <li>• Heads Of Department and teachers regularly review pupil learning, including that of pupils who have self-isolated, to ensure and gaps or errors are corrected</li> <li>• Booklets have been reviewed to ensure instructions are clear enough for pupils to work using them from home. Where necessary this will be supplemented with further online resources</li> <li>•</li> </ul>
<p><i>Give access to high quality remote education resources</i></p>	<ul style="list-style-type: none"> <li>• In most cases, department work booklets will already provide detailed, sequenced work. These may need to be supplemented with additional online resources (such as extra reading, more examples, videos, or Oak National lessons)</li> <li>• Where departments don’t use booklets, they will ensure that work is set, with clear instructions.</li> </ul>
<p><i>Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use</i></p>	<p>Google Classroom will be used to set, monitor and assess work and interact with students. Training has taken place in September 2020 and refreshed in Jan 2021. Written and video guidance has been created for both staff and students/parents.</p>
<p><i>Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</i></p>	<p>All pupils will be provided with printed booklets where subjects have these. Subjects that don’t have booklets will provide suitable printed resources for pupils with no online access which will be distributed centrally.</p>

*Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.*

Pupils with SEND would continue to receive remote support from Learning Mentors. All pupils, particularly those with SEND, will continue to benefit from our emphasis on high quality Teaching. Teachers will consider whether their online resources and instructions are clear and that layouts/presentation and tasks are designed to limit strain on working memory.

## Keeping safe online

- We recognise that pupils will once again be spending additional time online. We want to remind you that it is essential that we all consider the safety of the children whilst working online. There are a number of places of support for parents and carers to keep their children safe online, including:
- Internet matters– for support for parents and carers to keep their children safe online
- London Grid for Learning– for support for parents and carers to keep their children safe online
- Net-aware– for support for parents and carers from the NSPCC
- Parent info– for support for parents and carers to keep their children safe online
- Thinkuknow– for advice from the National Crime Agency to stay safe online
- UK Safer Internet Centre– advice for parents and carers

During this time, it is important that children have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to school we also believe children should be aware of age-appropriate practical support from the likes of:

- Childline– for support
- UK Safer Internet Centre– to report and remove harmful online content
- CEOP– for advice on making a report about online abuse.