



Bilbrook CE Middle School Remote Learning Plan

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Bilbrook CE Middle School has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work/resources and support with accessing devices and/or the internet.

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 group of children are self-isolating because of a case of coronavirus in the bubble;
3. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus;
4. The school is not open due to a lockdown.

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#) and also the [Remote Education Good Practice Guide](#).

Software and online platforms

Within all plans, teachers will set appropriate work in-line with our current curriculum, supplemented by a range of resources provided, e.g. White Rose Maths.

Children will remain in contact with their tutor through Moodle to register in the morning. The tutor will discuss the timetable for the day and answer any questions that the children may have.

The lessons children will be taught will, in essence, follow the same structure as if the children were in school. The lessons will encourage the use of retrieval practice, demonstrate explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are recorded so that the children can access the lesson at a later date so that if they have missed the live lesson, they still have access to the learning.

White Rose Maths resources will be used as they are matched to our current maths curriculum model. Children are very used to seeing these resources.

Reading Eggs and TT Rockstars will all be utilised to support the acquisition and retention of basic core skills.

In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory, as is the expectation that Bilbrook CE Middle School makes that provision 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.

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

- Moodle
- Reading Eggs
- Diagnostic Questions

- TT Rockstars

The Remote Curriculum

What should my child expect from immediate remote education in the first day or two of pupils being sent 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.

If a child is isolated from school i.e. the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested, they will leave school with a pack of work and their own exercise book. Children will have immediate opportunity to continue their learning. Children will also be able to access learning via Moodle.

The work packs should be basic skills work that would be relevant at any stage of the year i.e. arithmetic, spelling, reading, writing (with a visual prompt) and handwriting.

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?

We teach the same curriculum remotely as we do in school. For certain subjects there will be adaptations made to meet the needs of the new way of learning, for instance PE lessons may need adapting as team games may not be possible. The initial response to any isolation will be to provide children with home learning materials (this might need to be delivered). In the case of whole cohort isolation, resources will be uploaded to Moodle and priority children will have packs delivered. This measure will afford teachers a short time to prepare their remote learning resources.

Remote teaching and study time

How long can I expect work set by the school to take my child each day?

We expect children to follow the same timetable as if they were in school. They are to be online and ready for learning at the times stated below:

8:40	9:05	9:55	10:45	11:00	11:50	12:40	1:20	2:10	3:00
Registration	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Lunch	Lesson 5	Lesson 6	End of the day

Music lessons will continue via Teams/Zoom (or an alternative method) for those children who receive music tuition.

Additional support from external agencies, e.g. Autism Outreach, Base 25, will also continue via video conferencing.

Accessing remote education

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

Children are to access online learning via Moodle – the link can be found in the student section on the school's website.

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:

- Parent/carer survey to find out who has a compatible device for their child to use and who has internet connectivity;
- Those who have been identified as requiring support will be contacted and invited in to collect a device/dongle (short-term loan) from the school. Parents/carers are required to sign to acknowledge receipt of the device/dongle and to return the device when requested and to ensure the device is well cared for. When families require more than one device, they will be allocated a laptop in the first instance, and then an iPad. Parents and carers are to contact the School Office should they require further information;
- For children who do not have internet access, we will provide (where possible) a SIM card with data on that can be used to support online learning;
- Parents may choose to request printed materials that are required from the school office.

[How will my child be taught remotely?](#)

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

- Live lessons delivered by their teacher;
- Support staff will continue to support the class where this is possible;
- Children are set 'assignments' – this is a feature within Moodle for the children to upload their work at the end of the session;
- Children are set tasks on online activities, e.g. Diagnostic Questions, Reading Eggs and TT Rockstars.

[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 expect all children to attend all sessions. Children should be on time for lessons and be in the lesson for the duration of the lesson. Parents and carers are to follow the existing protocols for reporting absence. Where there are technical issues with accessing the lessons, parents and carers are to contact the School Office or IT Help Desk. The school will offer support and advice on how to support your child with online learning. Parents and carers are expected to support school to ensure that their child is ready for learning each day.

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

Teachers take a register at the start of each lesson and parents and carers will be notified if their child has not been attending lessons. Parents and carers will initially receive a text message, followed by a phone call if the child does not attend the online lessons. The School's Attendance Policy will be followed as if the child were attending school.

[How will you assess my child's work and progress?](#)

Children are expected to upload their work at the end of each lesson. Teachers will look at the work submitted and provide feedback to the children in the next lesson. Teachers may provide individual written feedback or annotate submitted work, but this is down to each teacher's professional judgement. During lessons, teachers will use a range of questioning techniques to engage with children and use the various features that the online platform offers, e.g. polls and quizzes. Teachers may set longer tasks / assessments for the children which will be assessed and then feedback will be provided to the children.

[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:

- All children with SEND are included within the remote learning provision and teachers provide scaffolding to support learning. Support staff will target children with SEND with their online support, e.g in the form of messages and 1:1 questions.
- The School's SENDCo is in regular contact with parents and carers of children with SEND to ensure that their child can continue with their learning.
- Provision from outside agencies e.g. AOT, continues to support children.
- Those with the highest need, e.g. EHCP or those currently being assessed, are provided with places in school (provided that they are able to attend e.g. they are not isolating).
- Personalised plans put in place for those who require additional support to adapt to the new way of working.
- Small group or 1:1 support provided in breakout rooms.

Pupil needs to isolate because someone in their household is symptomatic or tests positive	
Ongoing Support	Safeguarding/SEND
<p>Using Moodle, the teacher will upload work 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, the teacher can share their lesson via Moodle to teach directly to the isolated child at the same time as teaching to the rest of the class. Only the teacher and modelling area will be viewable on screen.</p> <p>Once the modelling is complete, the teacher will mute the microphone. If available, the TA will check the isolating child's understanding before allowing the child to complete the work.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test result to local authority.</p> <p>If child is entitled to benefit-related FSM ensure food is made available.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the Safeguarding Team.</p> <p>If a child does not engage, the teacher/Attendance Team is to call the parents to discuss obstacles and support.</p>

A group of children are self-isolating because of a case of coronavirus in their class bubble	
Ongoing Support	Safeguarding/SEND
<p>Using Moodle, the teacher will upload work to allow parents to see the learning materials prior to supporting their child. The teacher will decide what materials are most appropriate for the child/ren.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test result to local authority.</p>

<p>If teaching input is required, the teacher can share their lesson via Moodle to teach directly to the isolated child at the same time as teaching to the rest of the class. Only the teacher and modelling area will be viewable on screen.</p> <p>Once the modelling is complete, the teacher will briefly discuss the learning with the isolating children via Moodle before allowing the child/ren to complete the work</p>	<p>If child is entitled to benefit-related FSM ensure food is made available.</p> <p>If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the Safeguarding Team.</p> <p>Those not engaging with home learning are to receive a phone call from the teacher/Attendance Team to discuss the obstacles and support.</p>
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A whole bubble/cohort of children is isolating because of an outbreak of coronavirus or the school is not open due to a lockdown	
Ongoing Support	Safeguarding/SEND
<p>Teachers will switch straight to Moodle to deliver online lessons following children's timetable as if they were in school.</p> <p>Using Moodle, the teacher will upload work to allow parents and carers to see the learning materials prior to supporting their child/ren. Teaching assistants will be able to support the teacher in identifying resources.</p> <p>PPA will be as normal.</p> <p>Teaching assistants will also access Moodle live lessons so that they can support children in breakout rooms should this be required.</p> <p>Time will also be scheduled for the children to watch an assembly delivered by Mr Tilley. This will encourage children to keep working, celebrate successes and promote a togetherness.</p> <p>Completed work should be uploaded to Moodle, emailed in to school or brought in when children return. Teachers can then review the work completed and ensure that the following day's lesson addresses misconceptions etc. Feedback and queries can take place throughout the day using Moodle.</p> <p>In the event of teachers becoming ill, support staff will be required to 'takeover' the lesson.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test result to local authority.</p> <p>If child is entitled to benefit-related FSM ensure food is made available.</p> <p>If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the Safeguarding Team.</p> <p>Those not engaging with home learning are to receive a phone call from the teacher/Attendance Team to discuss the obstacles and support. This could then be followed up by calls from the Safeguarding Team if there are pastoral issues.</p> <p>Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue as long as the agencies engage.</p> <p>The SENDCO will share appropriate Oak National SEND lessons (where necessary) with teachers who will disseminate accordingly.</p>