

**Bilsthorpe Flying High Academy: Information about our remote education.**

# Bilsthorpe



# Flying High Academy

## **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 if 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**

From the first day of being educated remotely, the children will be able to access the virtual learning grid which contains the week's learning. This learning is the same learning the children will be learning in school. This can be found on the school's website- class pages- Catch up /Keep up – Virtual learning.

### **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

On each class page and on the digital learning platform blog (Purple Mash), all children from nursery to year six will have a virtual learning grid uploaded which contains this week's learning. The grid contains hyperlinks to resources, pre-recorded videos made by teachers and commercial pre-recorded videos e.g. White Rose Maths. We are currently exploring and trialling the use of live lessons for drop in surgeries using Microsoft Teams. The offer we are providing is blended, ensuring we are using the right platforms for the learning.

To support the learning, additional resources may be uploaded to the class page as well as being hyperlinked in the virtual learning grid e.g. what a good one looks like – a WAGOLL, scaffolding, modelling, reading material etc.

A BFHA parents' guide to remote learning is also available for parents – This can be found on the school's website – key information- remote learning. In addition, a video can be found sharing expectations for parents and children, there are also PDF versions for your perusal.

## 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. The children will be taught a broad and balanced curriculum whether they are at home or in school. We will be following the long term and medium-term planning to ensure all children access a broad and balanced curriculum. This will ensure the learning at home mirrors the learning at school.

## 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:

Primary school-aged pupils	EYFS just under 3 hours KS1 3 hours KS2 4 hours
Secondary school-aged pupils not working towards formal qualifications this year	
Secondary school-aged pupils working towards formal qualifications this year	

## Accessing remote education

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

The virtual learning grids contain hyperlinks to all aspects of learning. The virtual learning grids are posted on the Purple Mash class blog and on the school website class pages.

Platforms include:

Purple Mash, White Rose Maths, BBC bitesize, Oak National Academy,

### 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:

- BFHA will loan devices to pupils. If you do not have a device at home, please contact the school office – [office@bilsthorpefha.org](mailto:office@bilsthorpefha.org)
- BFHA will loan devices that enable an internet connection (for example, routers or dongles). If you do not have a device at home, please contact the school office – [office@bilsthorpefha.org](mailto:office@bilsthorpefha.org)
- If you need access to printed materials because you do not have online access, please email the school office- [office@bilsthorpefha.org](mailto:office@bilsthorpefha.org)
- Work is uploaded to Purple Mash on the class blog, some to do tasks are also set on Purple Mash. Work will be submitted onto Purple Mash too
- If you do not have online access, please contact the school office 01623 870772

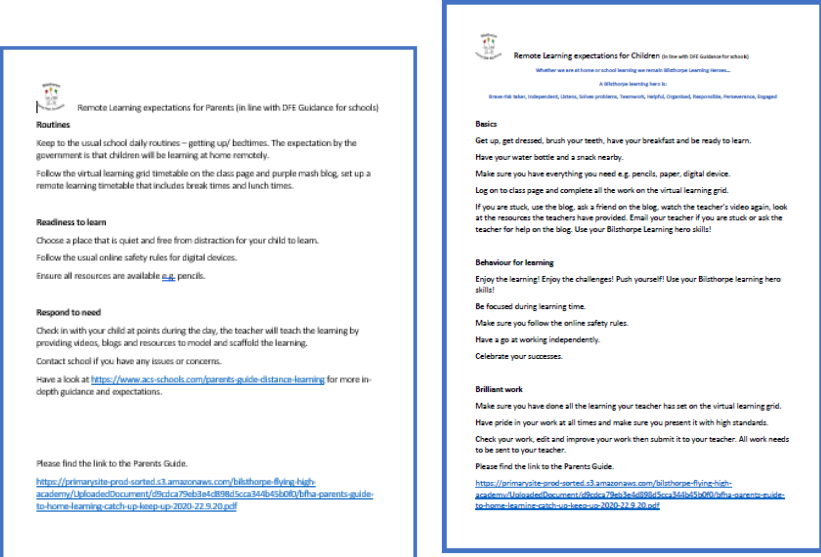
### How will my child be taught remotely?

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

- Teachers pre-recording their own lessons for the children
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Purple Mash digital platform – utilising class blogs
- Trialling live drop-in sessions using Teams
- Modelling, scaffolding and resources are hyperlinked to the grid to support the children's learning after the teacher's input.

## 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?**



The image shows two side-by-side screenshots of documents titled 'Remote Learning expectations for Parents' and 'Remote Learning expectations for Children'. Both documents are from Blithorpe Learning and provide guidelines for remote education. The left document is for parents and covers routines, readiness to learn, and responding to needs. The right document is for children and covers basic expectations, behavior for learning, and brilliant work. Both documents include links to a Parents Guide.

**Remote Learning expectations for Parents (in line with DfE Guidance for schools)**

**Routines**  
Keep to the usual school daily routines – getting up/ bedtimes. The expectation by the government is that children will be learning at home remotely.  
Follow the virtual learning grid timetable on the class page and purple math blog, set up a remote learning timetable that includes break times and lunch times.

**Readiness to learn**  
Choose a place that is quiet and free from distraction for your child to learn.  
Follow the usual online safety rules for digital devices.  
Ensure all resources are available e.g. pencils.

**Respond to need**  
Check in with your child at points during the day, the teacher will teach the learning by providing videos, blogs and resources to model and scaffold the learning.  
Contact school if you have any issues or concerns.  
Have a look at <https://www.acs-schools.com/parents-guide-distance-learning> for more in-depth guidance and expectations.

Please find the link to the Parents Guide.  
[https://primaryfileprod-sorted-c3.amazonaws.com/blithorpe-flying-high-academy/\\_uploaded/Document/99c1ca79e3e4c898f5cca34b4550f01fba\\_parents-guide-to-home-learning-catch-up-keep-up-2020-22-9-20.pdf](https://primaryfileprod-sorted-c3.amazonaws.com/blithorpe-flying-high-academy/_uploaded/Document/99c1ca79e3e4c898f5cca34b4550f01fba_parents-guide-to-home-learning-catch-up-keep-up-2020-22-9-20.pdf)

**Remote Learning expectations for Children (in line with DfE Guidance for schools)**

Whether we are at home or school learning we remain Blithorpe Learning heroes!

**Be basic**  
Get up, get dressed, brush your teeth, have your breakfast and be ready to learn.  
Have your water bottle and a snack nearby.  
Make sure you have everything you need e.g. pencils, paper, digital device.  
Log on to class page and complete all the work on the virtual learning grid.  
If you are stuck, use the blog, ask a friend on the blog, watch the teacher's video again, look at the resources the teachers have provided. Email your teacher if you are stuck or ask the teacher for help on the blog. Use your Blithorpe Learning hero skills!

**Behaviour for learning**  
Enjoy the learning! Enjoy the challenges! Push yourself! Use your Blithorpe learning hero skills!  
Be focused during learning time.  
Make sure you follow the online safety rules.  
Have a go at working independently.  
Celebrate your successes.

**Brilliant work**  
Make sure you have done all the learning your teacher has set on the virtual learning grid.  
Have pride in your work at all times and make sure you present it with high standards.  
Check your work, edit and improve your work then submit it to your teacher. All work needs to be sent to your teacher.  
Please find the link to the Parents Guide.  
[https://primaryfileprod-sorted-c3.amazonaws.com/blithorpe-flying-high-academy/\\_uploaded/Document/99c1ca79e3e4c898f5cca34b4550f01fba\\_parents-guide-to-home-learning-catch-up-keep-up-2020-22-9-20.pdf](https://primaryfileprod-sorted-c3.amazonaws.com/blithorpe-flying-high-academy/_uploaded/Document/99c1ca79e3e4c898f5cca34b4550f01fba_parents-guide-to-home-learning-catch-up-keep-up-2020-22-9-20.pdf)

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

- Each day the teachers will check pupil's engagement with remote learning.
- If a child has not engaged in remote learning on Day one, a text will be sent. If a child has not been seen on Day two, a phone call will be made to speak to parents to raise concerns.

## **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:

In this section, please set out briefly:

- 1-1 feedback on work
- Whole class feedback
- Whole class quizzes
- Peer and self-assessment
- Children will receive daily feedback on their work.

## **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 will have an ambitious, broad and balanced curriculum
- Children with special educational needs will receive support from teaching assistants via phone calls to support with their learning.
- Some children will receive a bespoke curriculum that may be differentiated or scaffolded according to individual need.
- EYFS and KS1 teachers are delivering the same curriculum and following the same teaching delivery as the older children. The teachers are teaching the learning. The teachers have ensured that their teaching is delivered in a way to engage the children and enable them to complete some of the tasks independently. However, we are aware that this age group do require some support from their families.
- Teachers are available during school hours for support throughout the day. This is available via the blog as well as all parents have direct access to the teachers through school email addresses.

## **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?**

The approach to children not in school due to self-isolating is exactly the same as the remote education offer. Each week the virtual learning grid, hyperlinks, resources are available to anyone working remotely. This ensures that all children whether in or out of school are accessing the same learning. Every child has access to a taught, well planned and sequenced curriculum with meaningful and ambitious work across a broad and balanced curriculum.

One small difference may be there may be less pre-recorded lessons made by the class teacher but there will be other high quality teaching material sourced.