

Buckminster Primary School

Remote Learning Plan



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?

In the first day or two pupils will be sent work home which initially may not be in line with work being completed in school. Work will include daily Maths, Reading, Writing (and/or phonics) and one other piece of school work linked to the topic being taught in school. The work will be sent via the online learning platform Dojo.

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. This will include daily Maths, Reading, writing, phonics (for KS1) and one other lesson linked to the topic being taught in school. Work will be sent via the online learning platform Dojo. Children will complete work set in the workbooks sent home and submit the work into their online portfolios. Staff will respond to work submitted on a daily basis.

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:

Key Stage 1	<p>Total number of hours- 3</p> <p>Maths- 1hour</p> <p>English- 1 hour (including phonics, reading and writing)</p> <p>Topic (History, Geography /ICT/P.E/ RE / Art / DT etc)- 1 hour</p>
Key Stage 2	<p>Total number of hours 4</p> <p>Maths- 1hour</p> <p>English- 1 hour (including reading and writing)</p> <p>Topic (History, Geography /ICT/P.E/ RE / Art / DT etc)- 1 hour</p> <p>Independent Reading book- 30 minutes</p>

Accessing remote education

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

EYFS and Year 1 will be using Class Dojo exclusively to provide online lessons via pre-recorded videos.

Yr2-Yr6 will use Dojo to set work and children will submit work using this platform also. Some live teaching will be accessed via Teams on a daily basis. In addition to this children are able to access TT Rockstars and Accelerated Reader using their logins which are sent home.

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:

All parents complete a questionnaire to enable us to understand where there were gaps in technology.

All parents to complete a questionnaire to inform us of any connectivity issues

All pupils sharing a device with a sibling or pupils who did not have devices will be considered to borrow an ipads.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- Live teaching
- Recorded teaching
- Reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Use of online learning resources subscribed to by the school (accelerated reader, TT rockstars, White Rose maths, letter join, code.org, purple mash)

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?

In this section, please set out briefly:

- We expect pupils to engage with the tasks set on a daily basis. All learning will be set on a day by day basis to avoid pupils 'banking' their work.
- Pupils will submit their completed work on the day it is set so that class teachers can respond. Pupils will be encouraged to complete all tasks. Where this is not possible we ask parents and children to focus on Maths and English.
- We ask parents to provide a quiet and functional working environment for children and to encourage children to follow a daily routine.
- Children accessing live learning will follow the protocols sent home to parents.

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

- Teachers will check work submitted to Dojo on a daily basis and will respond to all pupils.
- Where engagement is a concern initially a message will be sent on Dojo to the parents. If engagement continues to be a concern then class teachers or a member of the SLT will phone the parents and ask if there are any technical issues (devices, internet access, logins etc); or if there are other problems which need to be addressed.

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:

- Class teachers will feedback to pupils on a daily basis. This will be with a comment or by use of the 'like' button. Once checked work will be approved by the class teacher.
- Inadequate/incorrect work will be sent back to pupils with additional guidance from the class teacher.

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:

In this section, please set out briefly:

- Work set to pupils with SEND will be differentiated appropriately, as it would be in class. Additional resources will be sent home where necessary.
- Work set for younger pupils will be more practical and often what is submitted will be a photo or a video of the child enjoying the activity. Guidance for delivering the objective will be sent.

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?

If your child is self-isolating the school will set work for the pupil via class Dojo on a daily basis broadly in line with what is being taught in class. Short videos may be recorded for delivering the teaching or the child will be directed via a link to commercially available guidance or to subscribed to resources such as White Rose Maths.