

## **Bure Valley Remote Learning Plan 2021**

The aim of this plan is to give our families a clear understanding about what to expect of our remote education offer (in relation to absence connected to coronavirus).



OAK  
NATIONAL  
ACADEMY



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

Our initial offer is likely to differ from our standard approach, because teachers will need time to prepare resources for remote learning.

On their first day of absence, pupils should check their Google Classroom area for work that may have been set, however if no work has been set, your child should use the **Home Learning** section of our website. Here pupils can access home learning workbooks for their year group as well as links to online resources <http://www.burevalleyschool.org.uk/home-learning/>

In addition, all pupils can access their Times Tables Rockstars, Oxford Owl Reading, Espresso and Real PE accounts using login details that can be found in the front of your child's planner and on the home learning section of the website. We will also send you login details for your child to ensure you have everything you need. Parents and carers can also use Bure Valley Quizlet and the core knowledge section of your child's planner to revise current and past core knowledge.

You can continue to make use of these resources, but after your child's first day of absence, we would hope to be ready to teach remotely via Google Classroom.

### **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?**

Wherever possible, we aim to teach the same curriculum remotely as we do in school, however we may need to adapt the content, from time to time, to make it more suitable for independent home learning.

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

In line with government expectations for key stage 2, when you combine teaching input and independent work, you should expect your child to receive broadly 4 hours a day of remote learning.

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

Pupils will receive the bulk of their remote education via Google Classroom and the Google Suite of tools, including Gmail and Google Meets. This digital platform enables us to offer a consistent provision and gives staff the ability to interact with pupils, assess and feedback on their work. Staff have been trained to use this platform confidently.

### **If my child does not have a digital device or internet access at home, how will you support them to access remote education?**

#### **Issuing or loaning laptops/tablets**

The school will look to government/local schemes to source laptops or alternatives for loaning to families, where lack of access to an appropriate device is hindering remote learning. Due to the limited availability of devices we will need to prioritise. This may mean that we prioritise families with no tech at home, over families with one device that needs to be used by multiple users. We have recently surveyed parents and carers, but please do let us know if you feel you fall into this category or are having difficulties accessing learning online.

#### **Internet connection**

We will work with the local authority to provide routers and/or dongles to support households with no internet access. The school can also direct parents and carers to the data uplift scheme for families who, in the absence of internet at home, can make use of mobile cellular (4/5G) networks on smart phones and tablets to access remote learning.

#### **Access to printed resources**

Printed resources can be made available for collection from school for families who are struggling to access learning online. Families can agree with their child's class teacher to collect paper resources daily, every other day or weekly.

Teachers may supplement their online offer by making games and/activities for specific children or groups of children; depending on the learning needs of the individual. If the class teacher feels your child will benefit from this they will contact you.

#### **Submitting hardcopies of work**

Most pupils can access their learning online, but some won't always have access to a device to complete work electronically. However, if work is completed on paper, work can still be submitted electronically, by taking a photo of the completed work and uploading it to Google Classroom or sending it as an attachment to your child's class teacher email. iPhone and iPad users can use the Notes App to scan and send work. If parents do not have paper, exercise books or stationery at home, we can provide them on request and they can be collected from the school office.

If your child is predominantly working on paper and you are unable to share completed work digitally with your child's teacher, you should return completed work to school for assessment, so that teachers can then check your child's work and offer feedback. If you are collecting printed resources from school already, bring completed work with you when you come to collect your next batch of resources.

If pupils are struggling to engage with remote learning or cannot access work online we will work with you to agree a plan on the best way forward. This may involve asking your child to join our in school provision as a vulnerable learner. However, in the first instance we will always look at alternative ways to make remote education work for your family.

### **How will my child be taught remotely?**

#### **Our approach to remote teaching includes a mixture of:**

- Live teaching (online lessons via Google Meets)
- Recorded teaching (e.g. Oak National Academy lessons or video/audio recordings made by teachers and uploaded to Google Classroom)
- Using printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Linking families to commercially available websites to support the teaching of specific subjects or areas, including video clips or sequences
- Setting long-term project work and/or internet research activities

#### **English and maths**

- These core subjects will be delivered daily, in addition to daily times tables practice on TT Rockstars and a reading activity (which will be either reading comprehension, guided reading, a reading challenge, a shared read or reading for pleasure)

#### **Foundation Subjects (including science)**

- Minimum of 1 foundation lessons/activity each day, in line with the class' usual timetable
- Additional project opportunities may be shared online or via social media for example in art, music or PE

#### **To ensure remote teaching is effective we aim to:**

- Build our teaching on what pupils know
- Set work that is meaningful and age appropriate
- Stick to the essentials
- Give clear demonstrations, so that they know what to do
- Be on hand to offer support and guidance
- Spread learning and practice overtime
- Clearly communicate lesson objectives and success criteria
- Stimulate questioning
- Frame new learning material within the bigger picture, to help pupils make cross curricular links
- Provide feedback that clarifies and motivates

## **What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

### **Expectations of pupils' engagement with remote education**

In the event of any form of loss of learning caused by Coronavirus, parents and carers should understand that engagement in home learning is compulsory. However, if a child is poorly at home we will not expect them to engage in home learning until they have recovered. Please notify your child's class teacher if they are unwell and let them know when your child is well enough to return to their studies.

### **Expectations of parental support**

We strongly encourage parents and carers to:

- Take an active interest in their child's learning, helping to support your child whenever they need a helping hand
- Monitor their child's online communication and activity. Despite being at home, we expect the same level of behaviour and conduct from your child
- Establish a daily schedule and routine
- Use a checklist to help your child focus
- Try to restrict distractions (includes noise and clutter)
- Encourage screen breaks away from devices
- Get some fresh air and exercise
- Ensure learning devices are kept/used in a public space in the home, especially if live video is being used
- Implement safety controls and privacy restrictions as a precaution
- Ensure your child only uses official school communication channels
- Maintain feedback and communication with teachers using official channels
- Monitor your child's wellbeing and mental health
- Give your child (and yourself) a break. It's okay to stop the activity or slow down the pace
- Give yourself permission to pick the lesson back up another time
- Provide feedback and praise when your child completes a task. Rewards can go a long way to helping motivate your child

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

### **How we intend to check on your child's engagement with remote learning**

Because remote learning is compulsory, we are obliged to check on pupil's levels of engagement with the work they are set. To do so, teachers will check which pupils are interacting with the work being set. Teachers will also monitor children's comments and questions on their classes Google Classroom stream, as this is another indicator of pupil engagement. We are also able to monitor when and how often pupils are logging into Google Classroom.

If pupils do not upload/share work with their teacher, they will be unable to check on the child's understanding or give effective feedback. Assessing pupils' work is an important part of the formative assessment process. Teachers base future planning/lessons on the assessments they

make of pupils' work and understanding. Therefore, if you or your child is unsure about how to upload or share work, please contact your child's class teacher. If your child is poorly and unable to complete work, please let school know and keep your child's teacher updated.

### **How often we will check your child's engagement with remote education**

Because teachers are online daily, they will be checking levels of engagement daily. Teachers will monitor closely the levels of engagement and will make note of who is not engaging or completing the work being set.

School leaders have instructed teachers and support staff to contact parents by telephone and/or email as soon as they have concerns about a child's engagement. This is an opportunity for parents and carers to discuss what can be done to better support the completion of this important learning.

### **Actions we will take where engagement is a concern**

Initially, teachers will make contact to discuss why work is not being completed. Should they have concerns, they will notify members of the school's leadership who will then work supportively with families to come to a satisfactory resolution.

### **How we will inform parents and carers**

Parents will be notified by email or telephone, so please ensure the school has your most up-to-date contact details.

Should we have no response from parents/carers this will be considered a safeguarding concern and a member of the school staff may visit the home to check on the welfare of the family/child if we cannot get in touch with you.

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

We aim to feedback to pupils in a variety of ways:

- Written feedback
- Verbal feedback
- Whole class feedback/review of learning
- Providing parents with correct answers to check
- Peer assessing/marking
- Live Google Meeting Q&A/feedback sessions
- Quizzing

Feedback may be provided to Individuals, groups or whole cohort by support as well as teaching staff.

Through effective feedback (whether in school or remotely), we aim to:

- Praise pupils
- Raise aspirations
- Motivate

- Check levels of understanding
- Identify misconceptions
- Classify what went well and what can be improved upon

It is our aim to give each child at least one piece of developmental feedback each week, which is specific to their work and needs (please see the ways in which this feedback may be given above). It is important to note that whilst every piece of completed work will be read and assessed, not every piece of submitted work will be marked. Research has shown that pupil progress is maximised by the quality of feedback not the quantity.

### **How will you work with me to help my child, who needs additional support from adults at home, to access remote education?**

Some pupils, for example 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:

- Offer a place at school for all pupils with EHC plans (per government's guidance)
- Plan work for SEN pupils that takes into consideration their needs and home environment
- Design accessible resources/activities
- Ask a member of the support team to contact your child and talk them through their work
- Make support staff available online or by phone to support a child/family who requires support
- Provide additional support and feedback
- Use some support staff to run interventions and support groups remotely
- Send home physical resources that usually support pupils in school, such as visual timetables, pencil grips, writing slopes etc.
- Provide simple physical games and activities that limit the need for technology
- Prioritise SEN pupils for regular, meaningful, weekly contact
- Support parents/carers to develop consistent routines and to create learning areas at home
- Encourage parents to embrace flexibility, to do what works for you
- Work with external agencies to ensure valuable therapy/intervention take place
- Offer some additional time in school

If the adjustments being made are not working for your child please be proactive in letting school know.

### **Remote education for self-isolating pupils where individual pupils need to self-isolate, but the majority of their peer group remains in school**

Parents/carers should inform the school if their child is isolating by emailing the school office [office@burevalley.norfolk.sch.uk](mailto:office@burevalley.norfolk.sch.uk) or calling 01263 733393.

The remote education we provide to self-isolators is going to differ from the approach we take when a class/year group bubble is isolating or the majority of school is learning remotely from home in the event of national restrictions. This is due to the challenge of teaching pupils both at home and in school simultaneously.

### **If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

If a an individual is self-isolating it remains our intention to provide planned, well-sequenced and meaningful work each day in English, math, reading and one foundation subject. Where possible, teachers will try to ensure that it is closely matched to the learning that is taking place in school.

However there will be some differences:

- Teachers will not provide live sessions, and in most incidents, will rely upon relevant third party material, such as lessons and resources from Oak National Academy and BBC Bitesize
- Teacher commitments will limit the extent to which the resources being provided are personalised;
- Teachers will be unable to offer any immediate feedback to pupils in the same way they would if the majority of the class were being taught remotely
- Teachers will assess the work that has been completed and will aim to interact as much as possible with self-isolating pupils, however this will be limited by other commitments

**There is an expectation, that if teachers are spending precious time creating resources and activities, then isolating children should complete the work being set unless they are poorly. If your child is poorly and not up to completing school work, please do notify school/your child's teacher so that they are not wasting time preparing material that is not going to be acted upon.**

### **Named Senior Leader with Overarching Responsibility**

At Bure Valley School the senior leader with responsibility for the quality and delivery of remote education, and ensuring it meets Department for Education expectations is Mr J Olney (Head of School).