**Bozeat Community Primary School and Nursery**



**Remote Learning Strategy**

**January 2021**

# Remote education provision: information for parents

**Bozeat Community Primary School and Nursery Home Learning Policy**

This policy and protocol has been designed to support the school and parents during a self-isolation period and /or a class/school closure period to reduce the impact of loss on learning from school.

This policy aims to set out:

● Provide a framework for learning and associated resources to support children’s learning

● Ensure a consistent approach across all year groups within the school, with clear expectations for children, parents and staff.

**Home and School Partnership:**

Bozeat Community Primary School is committed to working in close partnership with families and recognises each family is unique and because of this, remote learning will potentially look different for different families in order to suit their individual needs. We realise that the circumstances that cause our school to adopt a ‘blended learning’ approach will affect families in a number of ways. In our planning and expectations we are aware of the need for flexibility from all sides: parents may be trying to work from home and so access to technology as a family may be limited; teachers may be trying to manage their home situation and the learning of their own children, or the effective planning for both in-school and remote learning opportunities; systems may not always function as they should. An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

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

In the event that your child needs to self-isolate or lessons are suspended for any period of time, we aim to establish a rigorous home-learning protocol to enable children to continue their education away from the school site with appropriate support structures in place to ensure equity for all children.

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

It is expected that teaching on these first few days should adhere to the same high quality and structure as the continuing remote learning offer:

Learning will usually take a format that adheres closely to the school day. This will consist of a teacher delivering literacy and numeracy learning and power points of lessons via Zoom, with the opportunity for children to practise what they have learnt using both traditional methods (pen and paper) and digital applications through work linked to the school website. Foundation subject delivery will be provided for each afternoon through the school website and will consist of a blend of independent learning activities and the use of good quality teaching videos and websites such as The Oak National academy.

### 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?

Learning will usually take a format that adheres closely to the school day. This will consist of, where possible, a teacher delivering live literacy and numeracy learning lessons via Zoom, or other appropriate live delivery platforms. The opportunity will also be provided for children to practise what they have learnt using both traditional methods (pen and paper) and digital applications through work linked to the school website. Foundation subject delivery will be provided for each afternoon through the school website and will consist of a blend of independent learning activities and the use of good quality teaching videos and websites such as the Oak National academy.

Parents can expect that:

* Teachers will upload work daily that follows normal daily timetable in class wherever possible- ( in some subjects this may not possible for example PE or ICT that might use specialist programs)
* Live teaching will be carried out using video conferencing for maths and literacy each morning.
* During afternoon sessions the foundation curriculum will follow normal teaching sequences but may be adapted to make use of good quality teaching videos shared with children via website using resources such as The Oak National Academy or BBC Bitesize for example.
* Children will be provided with a book to record home learning and can also return work via email. The home learning book should be return at the end of isolation period as evidence of home learning.

## 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 | 3 hours daily |
| Key Stage 2 | 4 hours daily |

## Accessing remote education

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

 Online tools for EYFS, KS1, KS2 (Tapestry, Zoom and school website) as well as for staff CPD and parent’s sessions.

 Use of instructional videos and assemblies

 Live zoom teaching sessions.

 Physical materials such as story books and writing tools

 Use of BBC Bitesize, Oak Academy, White Rose and other applicable websites

* Maths – TTRockstars,
* Spelling Shed
* Uploading work via class email

### 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:

* Where children are known not to have access to web enabled devices, a home learning pack can be requested from the school to be posted to the home address or collected from the school office.
* Where available, parents can request to loan IT equipment from the school for a fixed time period subject to completion of loan agreement paperwork. Parents/carers should contact school office if need arises.

### How will my child be taught remotely?

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

 Online tools for EYFS, KS1, KS2 (Tapestry, Zoom and school website) as well as for staff CPD and parent’s sessions.

 Use of instructional videos and assemblies

 Phone calls home

 Printed learning packs where children are known not to have access to any ICT resources at home

 Physical materials such as story books and writing tools

 Use of BBC Bitesize, Oak Academy, White Rose and other applicable websites

## 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?

* There is an expectation that children will regularly take part in whole class live zoom lessons
* There is an expectation that children complete the work set daily on the school website and return via email or posting to school, as appropriate, to the relevant member of staff.

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

* Children’s attendance on zoom sessions will be monitored daily. Where children are regularly not attending whole class teaching sessions, a staff member will contact parents to offer assistance. Small group and intervention sessions may be offered where appropriate
* Staff members will contact parents via telephone if their child is not completing their schoolwork or their standard of work has noticeably decreased.

### 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:

**Assessment, Marking and Feedback**

* Pupils are accountable for the completion of their own schoolwork

It is expected that work is completed to the best of the pupil’s ability.

* Work is expected to be emailed to relevant staff members via class email.
* Work quizzes and assignments will be accompanied by answer sheets daily to allow children to self-mark and assess with instant feedback. Members of the school leadership team will monitor this to ensure that children receive feedback.

## 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:

* Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.
* There is a continued focus on children making progress while at home. As with children in school, work for children at home will be differentiated and appropriate to their ability. All books sent home will also be well matched to a child’s learning needs. Children with Speech and Language targets will receive work to support these targets. Staff will be supported with this by the SENCO and Speech and Language Assistants. Children who have an EHCP will continue to work toward the targets set out in their plan.

## 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?

* Where Pupil absence is without Illness, work will be posted on school website, or via email to individual children. Opportunities to join teaching input sessions via zoom for literacy and maths will be offered in order to allow children them to access same teaching content as children in class.
* During afternoon sessions the foundation curriculum will follow normal teaching sequences but may be adapted to make use of good quality teaching videos shared with children via website using The Oak National Academy or BBC Bitesize for example as appropriate.
* Where children are known not to have access to ICT equipment. Where available, parents can request to loan IT equipment from the school for a fixed time period subject to completion of loan agreement paperwork. Parents/carers should contact school office if need arises.

**Supporting Pupils’ Social, Emotional, Mental Health**

Mrs Parker will be responsible for signposting to and contacting external agencies for children and or families who are struggling with mental health during this time. They will also maintain strong communication links with families through regular welfare checks.

Parents can contact Mrs Parker seeking support should concerns regarding social, emotional or mental health arise. Regular reminders and contact details will be sent via the school newsletter.

Where a child is struggling emotionally and additional support would benefit a child’s wellbeing, a learning mentor will be assigned specifically to that child. They will have allocated time online for conversations to support learning or conversations and wellbeing intervention activities. For children who will be absent for a period of time exceeding three weeks, this will be allocated as a standard offer for the family.

Opportunities to have time talking with friends during break times may be used via live streaming. A staff member will monitor these sessions at all times. In the event of a lockdown, parents will be able to email the school office or class emails directly. A staff member will make a phone call to each child once a fortnight or more frequently as and when this is needed/ appropriate.