

# BOLLINGTON CROSS C.E. PRIMARY SCHOOL REMOTE LEARNING STRATEGY



Resilient – Resourceful – Reflective - Respectful

Ensuring that learning can continue in the best way possible for our children, whether they are in school, in lockdown or self-isolation is incredibly important to the whole school community. As a result, we have developed a Remote Learning Strategy. This strategy offers a range of remote learning opportunities for our learners if they are unable to be in school because of Covid-19. These opportunities include both core subjects (Reading, Writing, Maths, Science and Computing) and foundation subjects. Our aim is to keep the curriculum as broad and creative as possible whilst acknowledging that some households have limited access to devices and may require hard copies of work and resources to support their child.

Our Strategy is divided into two different scenarios which reflect the two different situations we may face in school:

Scenario 1: An individual is self-isolating because of a positive test within the household.

Scenario 2: A whole class bubble/whole school is self-isolating because of an outbreak of coronavirus.

The BCPS strategy complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#).

For any child who has to isolate and experiences a loss of learning due to Covid-19, parents must understand that taking part in the remote learning offered is compulsory. The exception being that if your child is ill then they would not be expected to engage in remote learning.

Within both scenarios, your child's class teachers will set appropriate work in-line with our current curriculum, these resources will be shared via Microsoft TEAMS or Dojo platform. This will be supported further by a range of resources such as Maths No Problem, White Rose, TT Rockstars, IDL and Oak Academy. Microsoft TEAMS/Dojo will be used for liaising with parents and setting work for pupils through a range of activities – assignments, forms/quizzes and where appropriate and we are able to use them, live lessons.

Maths No Problem and White Rose resources will be used for maths as they are matched to our current maths curriculum model. Children are very used to seeing these resources. TT Rockstars will also be utilised to support the acquisition and retention of basic core skills.

In preparation for remote learning, parents and children will receive passwords and any other password reminders can be requested.

- Dojo (Portfolios)
- MS TEAMS
- TT Rockstars / Numbots
- IDL (those children who are using it)

The safety and wellbeing of our children remains our highest priority, whether at school or learning at home. Please see the provision in place for safeguarding our children should they be absent due to isolation or closure of bubbles.

## Remote Learning

### Scenario 1: Pupil needs to isolate because someone in their household is symptomatic or tests positive

#### Ongoing Support for individual from class teacher/TA

##### Expectations of Teacher/TA:

- Absence Day 1
  - During this first day of absence, parents will be directed to the school's Remote Learning webpage by the school office which will have links to generic activities.
  - At the end of the first day of absence, the teacher will contact parent/s to outline the expectations of work and share information on how to access work establishing the accessibility of a device or need for printed copies of work to be sent home.
- Absence Day 2 and for the rest of absence
  - Teacher/TA to upload adapted-classwork to TEAMS/Dojo between 3pm-6pm
  - Ensure that new tasks are uploaded daily.
  - Provide feedback through the 'private chat' function on TEAMS or through School Dojo Portfolios.
  - Where necessary, make a follow-up phone call to the parent/child.
  - Liaise with parents as necessary via either the school admin email account, TEAMS or Class Dojo message account.

##### Expectation of parents:

- Encourage and support your child with completing remote learning tasks
- Encourage your child to complete tasks to the best of their ability and as neatly as possible
- Provide a quiet place for your child to work and complete their remote learning tasks each day.
- Where necessary, contact the teacher via TEAMS/Class Dojo account for School admin email for further support or guidance.

##### Expectation of children:

- To have a go at tasks with positive mind-set
- To respect the online learning platform and use safely
- To complete tasks to the best of their ability and as neatly as they can
- To share learning with their teacher and communicate through TEAMS and ask for help if needed

Remote learning:

- New, age-appropriate tasks will be uploaded daily/weekly depending upon tasks/subject.
- Remote learning content/tasks will mirror the ongoing classwork as closely as possible so that the child is accessing current learning and does not miss objectives covered in class during their absence.

Children who do not have access to a device:

- Encourage parent to explore alternatives - different devices
- Where necessary, paper resources will be provided as a back-up and will be delivered to the house for the child.

Safeguarding needs will be met by:

The school office will contact parents to ensure a test has been accessed/taken and to make sure that parents know to communicate test results to school. If a test has not been accessed a test from school is to be offered.

Parents of children who are entitled to a FSM school will be told how the FSM will be made available to them, this will be a choice of a hot bag lunch or a lunch food parcel for use by the parent – either collected or dropped off by staff.

The Designated Safeguarding Lead (Yenson Donbavand) or Deputy Designated Safeguarding Lead (Julie Bennett) will notify any appropriate agencies of any vulnerable children and arrange for regular phone call check-ins from school.

All staff will follow our ICT Acceptable Use Policy with Pupils and Parents as well as the and the school's E-Safety Policy.

If a child does not engage with remote learning the class teacher/TA will call the parents to discuss any barriers to learning and to see if further support is needed. Where necessary, a member of the SLT may make a follow-up phone call.

Where children would normally receive additional support for SEND in the classroom, the class teacher/TA/Senco will plan for remote learning to reflect this.

**Scenario 2: A whole class bubble of children is isolating because of an outbreak of coronavirus**

## Ongoing Support

### Expectations of Teacher/TA:

- Absence Day 1:
  - During the first day, teachers and TAs from the class bubble/phase bubble if whole school closed will 'meet' remotely to discuss and plan the following fortnight and share responsibility for creating resources for the missed learning due to bubble closure.
  - During this first day of absence, parents will be directed to the school's website and the Remote Learning webpage by the school office which will have links to generic activities including use of the Governments online teaching tool - Oak Academy.
  
- Absence Day 2 and for the rest of absence:
  - The class teacher will schedule the day's remote learning tasks and make available from 8:30am. There will also be guidance available for parents/pupils regarding the expectations for the duration of each task. Each day's learning will consist of core subject lessons – Maths, Reading and Writing and then lessons focussed on Science, History, Geography, Art, PE etc. will be peppered through the week.
  - Teachers will be online and proactively engaging in dialogue/providing feedback between 9am and 3pm including providing video inputs for children to watch and, where possible, a TEAMS lesson which children will participate in. The online teaching session will range in time from 15 minutes to 30 minutes.
  - In the event of teachers becoming ill, we will endeavour to continue to deliver a programme of remote learning with resources being identified by the other phase teachers (EYFS/KS1, Y3/4 and Y5/6) and/or members of the SLT.
  - During the second week of isolation, teachers will be given PPA time to plan for the bubbles return to school. During this time, the Phase Teacher/TAs will be used to support pupils and provide feedback when and where needed.
  - Ensure that new tasks are uploaded daily.
  - Be online and proactively engaging in dialogue/providing feedback through the 'private chat' function on TEAMS or the 'comment' function on Dojo between 9am and 3pm.
  - Liaise with parents as necessary via the class Dojo messaging account for further support or guidance.
  - Where necessary, make direct phone calls to parents/children.
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### Expectation of parents:

- Encourage and support your child with completing remote learning tasks.

- Encourage your child to complete tasks to the best of their ability including neat presentation.
- Ensure that your child has a quiet place to work and allocated time to complete their remote learning tasks each day.
- Where necessary, contact the teacher via the year-group teachers' Dojo messaging system or through your child's TEAMS account for further support or guidance.

**Expectation of children:**

- To have a go at tasks with positive mind-set
- To respect the online learning platform and use safely
- To complete tasks to the best of their ability and as neatly as they can
- To share learning with their teacher and communicate through TEAMS/Dojo and ask for help if needed

**Remote learning content:**

- Remote learning content will follow the agreed curriculum areas.
- New, age-appropriate tasks will be uploaded daily/weekly depending on subject – Foundation subject tasks may be uploaded to TEAMS as a PPT.
- In addition to the lessons/tasks, teachers will also provide pre-recorded content in the form of short videos to support explanation of new skills, PE challenges, Reading and PSHCE to supplement the remote learning of their class.
- Where possible and educationally beneficial, live Zoom/TEAMS lessons will be scheduled for your child's class. Timings for these will be shared prior to the lesson to give advance warning to parents through Dojo/TEAMS. These live lessons may be in Literacy, Maths, PSHCE or a Topic themed lesson. The Headteacher/Assistant Headteacher may also join these sessions to support and encourage remote learning.

**Safeguarding needs will be met by:**

Parents notified by the school office so that they know to communicate any symptoms and test results to school should their child show symptoms and test positive.

Parents of children who are entitled to a FSM school will be told how the FSM will be made available to them, this will be a choice of a hot bag lunch or a lunch food parcel for use by the parent – either collected or dropped off by staff.

The Designated Safeguarding Lead (Yenson Donbavand) or Deputy Designated Safeguarding Lead (Julie Bennett) will notify any appropriate agencies of any vulnerable children and arrange for regular phone call check-ins from school.

Staff will follow the ICT Acceptable Use Policy and E-Safety Policy with Pupils and Parents.

Where live lessons are used, teachers will keep a log of the details of the session in-line with our policy. Any safeguarding concerns must be shared with the Designated Safeguarding Lead/Deputy Designated Safeguarding Lead.

If a child does not engage with remote learning the class teacher/TA will call the parents to discuss any barriers to learning and to see if further support is needed. Where necessary, a member of the SLT may make a follow-up phone call.

Where children would normally receive additional support for SEND in the classroom, the class teacher/TA/Senco will plan for remote learning to reflect this.

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