

Bletchingley Village Primary School

Remote Learning January 2021

Remote Learning at BVPS

Overview

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?

Parent will already have links for core reading and maths provision through Lexia and RM Maths, as these are used for homework. If you do not have this information, please contact your child's class teacher.

Use each of these for 20 minutes a day, together with individual reading material – school reading book, home reading books, newspaper, magazines etc – together with Hit the Button for mental maths.

This will not be appropriate for Early Years. For younger children, maintain a story time and the suggested activities on the school website.

Following the first two days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

Yes. The class teacher will send a weekly timetable with suggested activities and links for children to follow and access work. This will be in line with what they would be learning in class.

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. These are based on government [minimum expectations](#):

Early Years	
Nursery	Daily activities
Reception	Daily activities
Key Stage 1	
Year 1	2 hours
Year 2	3 hours
Lower Key Stage 2	
Year 3	4 hours
Year 4	4 hours
Upper Key Stage 2	
Year 5	4 hours
Year 6	4 hours

We would not expect children to necessarily complete learning in one sitting. Breaking activities down into manageable chunks of time may be more effective. What is vital is to establish a routine for each day that is sustainable for your family.

Accessing remote education

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

A weekly timetable will be sent out to all families which includes necessary links to programmes and websites children will be familiar with:

Lexia
RM Maths
Children's Utube
Satchel (for Year 6)
My Maths
Hit the Bitton
Spelling Shed
Oak Academy
See Saw

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:

In the first instance, school laptops can be loaned out for the period of remote learning, subject to terms and conditions. This is the most effective method of remote learning and so the preferred one.

Where internet access is an issue, paper worksheets will be made available.

How will my child be taught remotely?

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

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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?

Remote learning is never going to be able to replicate the classroom experience, therefore it is vital that children and parent engage as much as possible in order to avoid gaps in learning increasing.

Supporting children's remote learning whilst continuing with other family and work obligations can be extremely demanding so we have been working with all children to prepare them to be as independent as possible. KS1 and 2 children will be familiar with all websites and software listed previously (only Year 6 will know Satchel). Children have been practising independent logging on, following and opening links and saving documents.

Establishing a sustainable routine for your family is the most effective support parents can give. The message must be that learning is important and will continue, even though it is not in school at the moment.

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

Class teachers will monitor work daily.

Some websites and software programmes allow detailed monitoring of both engagement and progress, so this is straightforward. Where this isn't the case, work can be posted on the class Seesaw page or emailed to the teacher.

Class teachers will arrange a weekly whole class Teams assembly in order to promote engagement and maintain class contact.

Where there are concerns about the level of engagement, teachers will endeavour to make contact by phone in order to offer support.

Where concerns continue, a member of SLT will make contact to help establish a plan to get learning back on track.

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 give each child a weekly feedback slot during which the work to date can be discussed. This may be in the form of a phone or video call.

Programmes such as RM Maths and Lexia automatically assess and adjust work presented to the individual child, so will be highly effective in delivering work at an appropriate level.

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 need a more individual approach to provision. Class teachers will contact parents, to agree the most appropriate way to support their children.

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 children are self-isolating, provision for the first two days will be in line with that already described above.

Class teachers will contact parents in the first two days, to agree the most appropriate provision for the remainder of the isolation period. Staff will endeavour to keep work in line with that being done in the classroom, for example in the same area of maths or spelling, but this may not always be practical.

Whole class provision (in the event of a whole class/ bubble isolating)

Class assembly- all children invited to attend one class assembly per week on Teams with the class teacher (or another school adult if the class teacher is unwell). This is mainly for social contact, to set the learning scene and celebrate successes. This may include: 'Well done's' such as Lexia certificates, the teacher reading a story, teacher giving an overview of the work.

Individual sessions- all children (YR-6) in that bubble will be offered a 15 minute session on Teams (or phone call if preferred) with the class teacher, for the teacher to give feedback on any work submitted or to explain areas of difficulty. Please refer to the online protocol.

Reception

Lexia: 1 unit every day (5 per week)

RM Maths: 5 minutes every day (25 minutes per week)

English and Maths: Name writing practise daily, 1 Maths and English activity each day (timetable sent weekly)

Reading: Reading book/ phonics practise every day

Exercise: Jump Start Johnny *or* Joe Wicks *plus* a daily walk

KS1

Lexia: 2 units every day (this may vary depending on child's level)

Spelling Shed: 10 minutes every day

RM Maths: 10 minutes every day

Hit the Button: (for some children only): 5 minutes every day

English and Maths: 1 Maths and English activity each day (timetable sent weekly), to include lessons from Oak Academy. (20 minutes each)

Reading: Read book/ phonics practise every day, reading responses for passport readers. (10 minutes)

Topic: 1 activity per week. (20 minutes)

Exercise: Jump Start Johnny *or* Joe Wicks *plus* a daily 30 minute walk

Years 3 and 4:

Lexia: 3 units every day (this may vary depending on child's level)

Spelling Shed: 10 minutes every day

RM Maths: 15 minutes every day

Hit the Button: 10 minutes every day

English and Maths: 1 Maths and English activity each day (timetable sent weekly), to include lessons from Oak Academy. (30 minutes of each)

Reading: 15 minutes reading every day, to include reading responses.

Topic: 1 activity per week. (30 minutes)

Exercise: Jump Start Johnny *or* Joe Wicks *plus* a daily 40 minute walk

Year 5 and 6:

Lexia: 3 units every day (this may vary depending on child's level)

Spelling Shed: 10 minutes every day

RM Maths: 20 minutes every day

Hit the Button: 10 minutes every day

English and Maths: 1 Maths and English activity each day (timetable sent weekly), to include lessons from Oak Academy. (40 minutes of each)

Reading: 20 minutes reading every day, to include reading responses.

Topic: 1 activity per week. (30 minutes)

Exercise: Jump Start Johnny *or* Joe Wicks *plus* a daily 40 minute walk