Burghill Community Academy

Remote Learning Policy

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Remote Learning at Burghill Community Academy

In September 2020, all our classes returned to full-time education following the Covid-19 closure in March. Although we hope that the majority of our children will now have an uninterrupted experience, there is the possibility that an individual child, a group, a class bubble, or indeed the whole school, will need to self-isolate for a period of time. We have therefore put in place a plan for remote learning so that all children can continue with their education. Remote learning will be shared with families when they are absent due to authorised Covid related absence.
This meets the expectations set out in the DfE guidance 'Remote Education Support'.

The school has set up Office 365 accounts for all children from Years 1 – 6. This will give all children access to Word, Publisher, Powerpoint etc. It will also give each child an email account which can then be used in collaboration with the teacher in 'Teams'. Groups will be set up and work directed via the 'Teams' domain. Tapestry will be used for the children in Reception.

If a child does not have access to a computer/laptop and/or the internet, the school will do all it can to support children and if necessary provide paper packs of learning. Where funding can be accessed, remote devices (eg, laptops) and/or 4G connections will be sought.

Parents need to inform the school if there are any barriers to accessing remote learning.

Overview
- In the first instance, for those needing to isolate, individual children will be contacted by the class teacher and given links to activities to work on. Although work will be deployed as quickly as possible, it may not be available until later on the first day of absence.
- If the case is waiting for a test result, there will be a discussion with the class teacher.
- If your child is ill, then this will be treated as though, and work will be set once the child is feeling better.

Work set will be from the relevant sites below. The class teacher will send you the direct link to access the work. In addition to this, children will be expected to complete daily reading.

Please note: We don't expect parents to become teachers…the work set will have video teaching for the children to follow and work to support the learning. The parent's role will be to facilitate the learning to suit their children's needs.

The daily timetable may include the following;

SUBJECT	LINK	DETAIL
Maths	https://whiterosemaths.com/homelearning/	Using White Rose maths, children will complete a session which includes a video. A worksheet based on the relevant lesson will be sent to you. Marksheet to accompany for parent to mark.
	https://ttrockstars.com/ https://play.numbots.com/#/intro	TT Rockstars and Numbots will help children practise their times tables and number bonds

Reading	https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/	Children are to read from their own reading book or download and read a free e-book from Oxford Owls. *Additional reading questions for parents to use at the end of this document.*
Writing	https://www.talk4writing.com/home-school-units/	Using Talk4Writing materials the children will have the opportunity to practise their writing skills. The lesson packs are designed for 2 weeks of learning. These may be used to 'dip' in and out as and when necessary or the class teacher may assign certain pieces of the work.
Curriculum subjects	https://www.bbc.co.uk/bitesize/this-terms-topics https://classroom.thenational.academy/	BBC Bitesize and the Oak Academy contain a range of different subjects.
Spelling/Phonics	This will be emailed or shared through Teams directly.	Spelling lists and Phonic sounds will be shared through the appropriate medium to allow the children to practice as they normally would at school.

Whole class/bubble isolation – Engagement and Expectations.
If a whole class/bubble is isolating including the class teacher (as long as they are fit and well), each morning the class teacher will hold a 15-20 minute engagement and expectation session via Teams. This will involve all pupils to log in and for the class teacher to discuss any work set, any problems with previous work and set out the expectations for the day. The class teacher will set this up after the first day or as soon as practically possible.

If more than one bubble in the school is isolating, then these 'meetings' will be staggered to allow siblings to take part and share devices etc.

BBC Bitesize
Bitesize Daily has been developed by the BBC to provide new lessons every weekday for pupils in year 1 to year 10. Created in collaboration with teachers and educational experts, its videos and interactive activities cover core subjects and other topics on the school curriculum.

Oak National Academy
The 'teaching content' will be provided to children through age appropriate video content on the DfE published list of educational resources site; from Oak National Academy. In their 'classroom' each lesson is an hour-long. They're delivered by a practising teacher, with a pre-recorded video as well as quizzes, worksheets and creative activities. It's all easy to use, there's no login or password, and you can access the lessons on any device- pupils only need materials they can find at home.

Office 365 (Teams) and Tapestry
Each child from years 1-6 will have an Office 365 account. This will enable them to gain access to the Microsoft platform. This can be done from any device (Apple, Android etc.). Class teachers will do some training with the children in school, although those in the lower year groups, will need considerable help from parents at home. Parents for children in Reception will already be familiar with Tapestry and how work can be uploaded and shared via the app.

Providing feedback
Pupils or their parents can send any completed work/photographs to teachers via Teams and Tapestry. Work will receive an acknowledgement from a teacher or other school staff. This will not aim to replicate feedback on strengths and development in learning that parents might expect when the school is open and working normally, but will endeavour to be constructive and allow for improvement. Parents should keep text to a minimum, highlighting one or two successes and areas where the child has struggled (in bullet points). The frequency of feedback will be dependent on may things. If a whole class is isolating and the teacher is fit and well, daily feedback will take place. If the class teacher is still in school, managing the majority of their class, response will be given twice a week and timings will be set by the class teacher. If only isolating for 2 or 3 days, feedback will be given back at school.

Contact with pupils/ parents
Parents are able to contact the school via telephone, class email addresses and via Teams. Where a pupil is self-isolating on medical ground for a significant period of time, contact will be made via telephone to monitor learning and provide support if needed.

Safeguarding
Please refer to Child Protection and Safeguarding Policy.

Data protection
When accessing personal data, all staff members will: only use their official school email account. Staff members are unlikely to need to collect and/or share personal data. However, if it does become necessary, staff are reminded to collect and/or share as little personal data as possible online. All data collection will be compliant with GDPR guidelines.

Keeping devices secure
All staff will take appropriate steps to ensure their devices remain secure. Computers should be locked if left inactive for a period of time. Operating systems must be up to date – always install the latest updates.

Monitoring arrangements
This policy will be reviewed by the Leadership Team as and when updates to home learning are provided by the government. At present the only 'live lessons' will be used via the Oak Academy/White Rose.

Appendix

Question ideas for parents to ask whist reading or at the end of reading a book/text.

KS1:

Recall:
• Where does the story take place? • When did the story take place? • What did s/he/it look like? • Who are the key characters in the book? • Where in the book would you find …?

Comprehension:
• Describe …, e.g. the giant • What do you think is happening here? • What happened in the story? • What might this mean? e.g. proudly • Which words/phrases tell you that … e.g. the setting is spooky • Which part tells you …, e.g. they were annoyed that Goldilocks was in their house • Why do …? e.g. why do people need to look after their teeth?

Evaluation:
• Do you know any other story which has a similar theme, e.g. good over evil, weak over strong, wise over foolish? • Can you think of another story which deals with the same issues, e.g. social, cultural, moral, issues? • Can you think of another author who handles time in this way? e.g. flashbacks, dreams   Which stories have openings like this?

KS2:

Recall:
• Where does the story take place? • When did the story take place? • What did s/he/it look like? • Who are the key characters in the book?

Comprehension:
• Where in the book would you find …? Describe …, e.g. the giant • What do you think is happening here? • What happened in the story? • What might this mean? e.g. proudly • Through whose eyes is the story told? • Which part of the story best describes the setting? • Which words/phrases tell you that … e.g. the setting is spooky • What words give you that impression? • Can you explain why? • Do you agree with …'s opinion? • I wonder what the writer intended? • Explain why the writer has decided to …? • I wonder what was in the author's mind here? • What do you think these words mean and why do you think the writer chose them? • How has the author used, e.g. adjectives, to make this character funny?

Evaluation:
• Why did …? e.g. the boy <u>slam</u> the door when he left the room? • What does the word, e.g. slam, imply? • How did the character react to …? • How do the pictures help you to understand, e.g. the behaviour of the characters? • What makes this a successful text? • What evidence do you have to justify your opinion? • Could it be better? Is it as good as …? • Which is better and why? • Which text do you think is more/most effective? • Which text is giving the writer's own opinion? How do you know?