Bledlow Ridge School

Remote Learning

January 2023
Remote Learning

About this document:

Schools are invited to use this document to be adopted, help inform or add to their own plans for Remote Learning.

Aims:

This remote learning framework aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school whether shielding, short term isolation or an enforced local lockdown

- Set out expectations for all members of the school community with regards to remote learning

- Ensure that all pupils continue to make good or better progress through the delivery of high-quality teaching across a broad and balanced curriculum.

- Clear guidelines ensuring support and monitoring of vulnerable/ safeguarded pupils.

- To ensure that leaders are supported when faced with the challenge of how to maintain continuity of teaching and learning while facing threat of partial/ extended closures.

Intent:

This plan outlines Bledlow Ridge School's approach to future remote learning as well as acknowledging any challenges and how these might be overcome. For our school, being able to provide the pastoral and educational support.

It is essential to offer as broad and balanced curriculum as possible as this is positively associated with pupil engagement. We are strong in the belief that it is possible to maintain good pedagogical practice remotely, for example, through clear explanation, scaffolding and feedback.

Therefore, the School's approach ensures that all pupils continue to access high quality education whether this be face to face teaching or via remote teaching. The trust feels it is important that learning continues during this period, and that pupils stick to the routines they know to give them a sense of normality.

Pupils will need to continue to develop good habits and routines for learning so they are prepared for a move to remote learning instantly with minimal disruption. Our schools also want to make sure that gaps in knowledge now don't slow down later learning and that the disadvantage gap doesn't widen.

Contingency planning
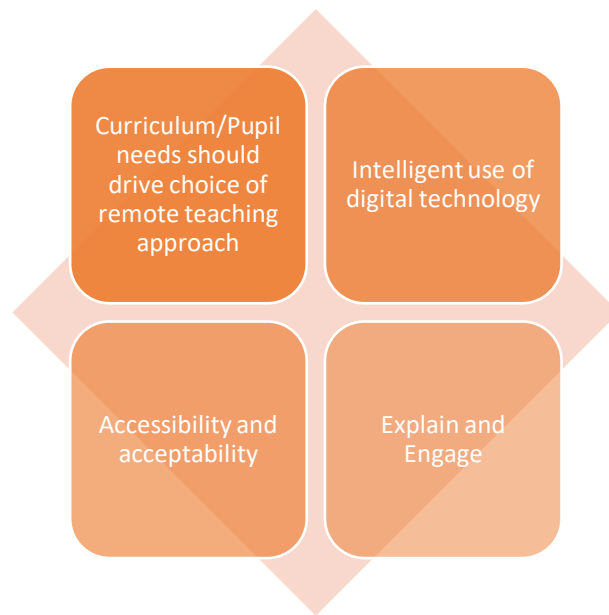
In developing these contingency plans and following DfE guidance, we will:

- ensure continuous support and monitoring of pupil and family welfare remains in place and safeguarding procedures are still followed.
- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that are linked to the school's curriculum expectations
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum
- request for digital devices to be ordered via school and/ or provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access or devices

When teaching pupils remotely, we will:

- set activities and tasks so pupils have meaningful and ambitious work each day in a number of different subjects – work will be set via ESchools.
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of any new content which can be delivered by a teacher or through curriculum resources or videos

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

- For the first two days pupils will be set work via Eschools.
- Staff will share direst messages with parents regarding the work that needs to be completed.
- Teachers will be available, via email, to answer questions from pupils or parents.

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?

- From day three onwards, teachers create a weekly timetable outlining the day and give suggested activities for each of these subjects as much as possible. This will be shared via ESchools
- The tasks/ activities should focus on independent practice (with prompts and keywords provided) and short quizzes – all opportunities to embed concepts in the long-term memory.
- Activities are less complex than they might usually be in class – for example "today's maths practice is to learn the 2 times table off by heart"
- If a school is signed up to programmes such as 'Mathletics' (or similar) then this could be the daily activity.
- Teacher will provide one 'live' lesson in the morning – including, taking the register and shar=ring what the daily activities include.
- There will be one live lesson at the end of the day to 'check in' with how pupil and assess which pupils need extra support.
- The school doesn't expect parents to teach new concepts – these activities are about practising and consolidating knowledge that teachers have already taught

Below are tables with possible strategies for Leaders to work through and create their bespoke plan.

Strategy for remote learning

Focus area	Actionable steps
Virtual Learning Platform in place Check pupils have login details and can access	o Use computing lessons to teach children how to access platform and cover e-safety o Ensure new children/ parents have log in details o Re-cap training for staff o Consider nominating one staff member who is responsible to dealing with issues
Vulnerable learners	Supporting pupils to work independently can improve learning outcomes, especially for disadvantaged pupils, for example, by providing explicit support on self-regulation. Activities for SEND/ PPG lower attaining pupils should be differentiated to meet their needs
TA deployment	o TAs have access to VLE platform and can offer feedback on pupil's work o TAs to support vulnerable and disadvantaged pupils both in-school and remotely - by calling them at home for welfare checks
Family support	Weekly phone calls to check on the progress of home learning and the wellbeing of both children and families. Logs should be kept and recorded on CURA (especially for safeguarded pupils) Schools have an important role to play in helping parents, particularly where they have few resources and find it difficult to support their child(ren)'s learning. Support could include suggesting ways in which parents can help their children to manage their learning, while motivating their children and praising their efforts
Safeguarding and welfare	Weekly or twice weekly phone call to families to check on wellbeing and check that sufficient support is in place. All staff to continue to record all phone calls on CURA and report concerns following safeguarding policy.

	Safeguarding Leads to keep phone call log and keep records up to date on CURA.
Resources	School to add links onto timetabled plans for pupils to access the desired activity/ video explanation. Oak Academy BBC bitesize White Rose maths – good for videos Oxford Owl Nessy TT Rockstars My maths

Guiding principles to consider:

- **Make it manageable:** don't overwhelm parents with lots of activities, just ask them to do what they can
- **Remember: parents aren't teachers**, so don't set the same activities you'd expect pupils to complete in school – in most cases they won't have the same level of adult support
- **Adapt your usual timetable and curriculum**, but keep some routines to help structure the day at home, and so that parents know what to expect. (E.g. suggesting that children do English and maths activities in the morning and creative activities in the afternoon)
- **Set work that pupils can do independently, with materials they're likely to have at home:** try to set some activities that aren't dependent on technology, in case pupils don't have regular access to devices or the internet
- **Consider your school's context:** if pupils are likely to be sharing devices with siblings, for example, a rigid timetable just won't work. If many of your parents are working from home, give pupils plenty to keep them busy and entertained without support from their parents