

## **Bure Valley Remote Learning Plan**

The aim of this plan is to give our families a clear understanding about what to expect of our remote education offer due to closures that restrict attendance or individual cases where a pupil is unable to attend school, but is able to learn.



OAK  
NATIONAL  
ACADEMY



### **Individual cases where a pupil is unable to attend school but is able to learn**

There will only be limited circumstances where a pupil is unable to attend school, but is able and well enough to continue their education remotely.

These circumstances should only involve a short-term absence and might include pupils:

- recovering from short- term infectious illnesses
- preparing for or recovering from some operations
- recovering from injuries where attendance might inhibit recovery

In some exceptional cases, these circumstances might also include pupils whose attendance has been affected by a special educational need or disability (SEND) and/or a mental health issue.

### **What to consider when providing remote education to individual pupils**

When a pupil is absent, we will always seek to overcome the barriers to attendance and provide support for the pupil to attend, regularly reviewing any barriers with:

- pupils
- parents or carers
- if appropriate, a relevant medical professional

We do not view remote education as an equal alternative to attendance in school. Providing remote education during a pupil's absence does not reduce the importance of ending that absence as soon as possible.

In the limited circumstances when the school decides to use remote education for individual pupils when they are absent, the following is considered:

- Mutual agreement of remote education by the school, parents or carers, potentially pupils, and if appropriate a relevant medical professional. If the pupil has an education, health and care plan or has a social worker, the local authority will also be involved in the decision.
- Using remote education as part of a plan to reintegrate a child back to school. Putting a formal arrangement in place to review its efficacy regularly, alongside identifying what other support should be put in place to help ease the pupil back to school at the earliest opportunity.
- Setting a time limit within which the period of remote education provision should be reviewed, with the aim that the pupil returns to in person education with the required support in place to meet their needs.

### **Our Remote Curriculum**

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 (if deemed appropriate).

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

Immediately available to all pupils will be:

- An overview of their learning for that week in class along with activities linked to these themes
- Daily English task
- Daily maths task
- One other non-core subject daily (in line with classes usual timetables)
- A daily read
- Spelling/handwriting activity
- A list of recommended websites, apps and activities that pupils can complete independently to support number skills, reading and physical activity

### **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?**

We teach the same curriculum remotely as we do in school (wherever possible and appropriate). However, we may need to make some adaptations in some subjects. For example, we will not be delivering RSE (Relationship and Sex Education) lessons remotely. Instead, we will move forward other topics and units and will resume this content on return to face-to-face teaching. The same will happen should pupils be studying subjects that requires specific in-school resources, e.g. specific computing programmes or technology tools.

### **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:

- Primary school-aged pupils - In line with national guidance, a minimum of three hours.
- KS2: Generally, this will be split into 1 hour of maths, 1 hour of English (including reading, phonics & spelling) and 1 hour of topic work

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

We will continue to use the following digital platforms and online tools for delivery and assessment.



Our main platform is Google Classroom. From here, pupils will be set work and links to external websites or learning activities shared. Google Classroom can be accessed from the home page of our school website.

### Home Learning links:

[Google Classroom](#)

[Times Tables Rock Stars](#)

[Numbots](#)

[Accelerated Reader](#)

[Oak National Academy](#)

[BBC Dance Mat Typing](#)

[BBC Bitesize KS2](#)

[CEOP – ThinkUKnow](#) (online safety/adult supervision required)

[LetterJoin](#) (u – kh16980 – p– home)

### **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:

- Lend pupils an electronic devices - please contact the school office on 01263 733393 or office@burevalley.norfolk.sch.uk should your child require this support. A home-school user agreement will need to be signed
- Lend devices that enable an internet connection
- Provide printed copies of work and any materials required for learning at home - please contact the school office on 01263 733393 or office@burevalley.norfolk.sch.uk should your child require this support
- Provide feedback over the phone to pupils who do not have online access - if your child is completing work on hard copies, these should be returned to school, so the class teacher can check the work and provide feedback as necessary to your child over the phone

### **How will my child be taught remotely?**

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

- Google Classroom – our main platform for setting work, communicating and sharing information
- Recorded teaching (both videos/ audios made by teachers, as well as those made by other sources such as Oak National Academy)
- Links to commercially available website to support teaching & learning in specific areas/subjects
- Times tables practice
- Reading – Accelerated Reader quizzes
- Alternative provision (for specific pupils) – such as Tute or a medical needs tutor
- Website links

### **Engagement and feedback**

We expect all pupils to engage with remote education on a daily basis if work has been set and agreed. Whilst we acknowledge that some days may be more challenging for families to complete set tasks, we expect the minimum requirements to be met (i.e. a daily reading activity, maths and topic learning). The use of pre-recorded videos and Google Classroom notices and feedback should support good engagement.

We expect parents and carers to support children in setting routines to support their learning. Your child's class teacher will provide you with a suggested daily timetable which we recommend you follow to help to keep your child in a good routine. If parents/ carers are struggling to meet these expectations, we would expect you to make contact with your child's class teacher so that we can identify support that we can offer.

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

We will be checking pupils' engagement with remote education daily and a register of this engagement will be maintained. In addition, for any live teaching sessions a register will be taken of those in attendance.

Where engagement is a concern, we will contact parents and carers either by telephone or the email address you have provided to the school to identify ways in which this can be improved.

### **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:

- Google Classroom/Google Meet – written or audio comments and messages will be sent a minimum of once per day
- Telephone calls home
- Emails

If possible, and appropriate, we may provide some assessment material for pupils to complete at home. Such as STAR Reading and STAR Maths adaptive tests.

### **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:

- Identify how IEP targets can be met and supported at home when writing pupil IEPs
- Provide (where possible) differentiated learning tasks, scaffolds or other resources to support pupils to complete tasks set for them as independently as possible
- For those attending nurture or SEMH sessions, contact will be made via telephone

Some pupils may be provided with additional manipulatives or resources to take home to use during remote learning. This will be at the class teacher's discretion

### **Safeguarding**

If the absent child is vulnerable in any way, a DSL will ensure that appropriate agencies are notified and arrange regular welfare checks. These may be over the phone, by video call or in person. Records of communication will be kept.

If a child does not engage with the remote education provided, the child's teacher will call parents & carers to discuss obstacles and support required. If the provision is deemed appropriate, but children are continuing to not engage a member of the school's leadership team will SLT make a follow up phone call or organise a meeting.