Bernards Heath Infant and Nursery School

Remote Learning Plan

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Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education where children are directed to remain at home for longer than one day. Remote learning is not provided when children are absent from school because they are ill or if they are away on holiday.

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?

Providing the class teacher is able, tasks will be set and sent (via an online platform or by email.) these may be described as 'stand-alone' to ensure a child can begin to complete some learning. Following an adequate amount of planning and preparation time for the class teacher (or with enough time for this to be handed over to a year group colleague), all remote learning will link directly to the learning in class and will involve sequences of lessons mirroring what is being taught at school.

Those who require additional resources – lined books, writing pencils, and counting materials – wherever possible will be sent home with these or packs will be prepared for collection or delivery.

The learning set will include core subjects (English, maths and science) as well as foundation subjects (for example, the arts, humanities, computing, P.E.)

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 content remotely as we do in school.
- We will upload recorded assemblies, PE lessons led by our school Sports Coach, and provide remote access to 5-a-day (for physical exercise) and Purple Mash (KS1) to support the wider curriculum.
- Some elements of the curriculum will be harder to emulate online, for example, talk with Learning Partners, collaborative learning with peers, and PSHE discussions, however, these will be adapted to work within a home environment wherever possible.

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 KS1 pupils broadly 3 hours each day.

Key Stage 1	The Government guidelines detail 3 hours a day as a minimum requirement for Key Stage 1.

Foundation Stage 1 and 2 (Nursery and Reception)	There is no minimum requirement specified for Foundation Stage. Based on what the children would typically manage within a school day (planned around regular opportunities for play and practical learning) staff set the amount of learning to suit the specific age group/stage of development. With the daily tasks to complete spread throughout the day, including indoor and outdoor opportunities and with appropriate adaptations depending on children's developing concentration levels, directed learning will likely take between 30 – 60 minutes for FS1 and between 1 – 2 hours for FS2. Staff will priortise the need for families to spend time sharing books and reading together every day, as well as time for uninterrupted play which would emulate Child Initiated Play (CIP time) in the classroom.

Accessing remote education

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

If we need to use remote learning on a longer term basis we would likely use a Remote Learning Platform called Seesaw.

Seesaw is an age appropriate, secure platform that can host all our remote learning. Children will access their Seesaw account via a school provided passcode/QR code.

Microsoft Teams will be used to host all 'live' remote provision.

Our Bernards Heath Infant and Nursery School YouTube channel, Challenge Sport and Education YouTube channel (our school sports coaching company), online access to our 5-a-day subscription (to support exercise and mindfulness) and online access to our Purple Mash subscription (KS1) will also be referenced and linked to within our planning.

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:

School staff contact all families via email, telephone call, or a knock on the door, within the first week of a school closure. They will aim for contact within 1 day and at the latest by the end of the second day. This ensures we know every child's current circumstances and can access the appropriate support for them as soon as possible. These initial check-ins lead to (at least weekly) follow up calls and/or visits.

- Where families have identified a lack of device/internet access we will issue laptops/tablets as soon as we have them available
- We look to work with local organisations, businesses and charities to support families with internet access e.g. via dongles. Parents can find out more information by contacting school directly.
- Where families have identified a need/want for offline learning resources (paper, workbooks, and concrete resources) or access to a device is delayed, packs are made up and collected or delivered to doorsteps.
- Without the ability to respond to learning every day via a Remote Learning Platform, staff will maintain at least weekly contact with families to review current learning and progress and prepare for the following week.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- recorded video messages e.g. 'Morning Messages', to support engagement and motivation and to ensure staff visibility for those at home
- recorded lesson introductions with modelled examples e.g. a teacher modelling a strategy in maths or a new handwriting join
- recorded lessons e.g. phonics sessions (differentiated and assigned to individuals to meet specific needs), P.E. lessons with our Sports Coach
- recorded teaching (e.g. Oak National Academy lessons, White Rose Hub, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- learning packs and Borrowing Bags made up for Nursery aged children (e.g. puzzles, stories, and craft activities to link with the weekly theme)
- textbooks and reading books pupils have at home as well as signposts to access additional online reading materials (e.g. Reading Eggs, Oxford Owl, and remote access to our local libraries)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (e.g. Mr Thorne for phonics)
- access to school funded subscription sites e.g. Purple Mash to support across the curriculum and 5-a-day to support physical exercise and mental health and well-being
- live, weekly 'Teams Meets' with class teachers and support staff to ensure engagement and motivation and to maintain a vital link to school life, the staff and their peers

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?

We expect children to engage with learning every day. The Government and school expectations for the amount of daily learning is outlined above (page 2-3). As an Infant and Nursery school, almost all of the children's learning will need to be supported and/or facilitated by parents and carers. The children's independence will likely increase as they move through KS1.

Staff will contact families where they are concerned about engagement and will look to improve this collaboratively. We work hard to ensure families remember our 'open door policy' even when they are away from school and remind them to contact us directly should they require any further support.

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

Teachers will monitor engagement daily. Due to the age of our children (3-7), it is the responsibility of the family (parents and carers) to ensure engagement. Where staff are concerned, they will contact the family (leaving this no longer than 1 week) to find out how they are, what support they need and come to a joint decision as to how to move forward. The outcome will need to ensure increased engagement including opportunities for staff to monitor and feedback on the child's development and progress.

How will you assess my child's work and progress?

Our approach to feeding back on pupil work is as follows:

Staff will feedback predominantly via written comments and audio notes using a Remote Learning Platform, staff have the capacity to approve learning (accept it into the child's journal), 'like' learning (a quick acknowledgement), write a comment, send an edit (an edited piece of learning sent back to a child for them to check and upload improvements) or record an audio note. Children will receive a variety of feedback styles throughout the week.

Staff may also feedback to the class via a live 'Teams Meets', through a recorded message or through the planned learning set for the following week. Due to the age of the children, staff may also feedback specific advice/supportive comments to parents/carers to ensure progress for their child.

Children will receive feedback every day.

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:

We work in partnership with our families to meet the varying SEND needs and personal circumstances across the school. We know our families well and understand that this is not a case of 'one size fits all'. With regular communication between Class Teachers, Learning Support Assistants (LSAs), our Senior Leadership Team, our SENCo and our families, we strive to support parents and carers to create a regular structure to their week which ensures the family and their child are well supported. This arrangement will likely include differentiated learning (online or paper), regular small group or 1:1 'live' teaching, visual aids, concrete resources and learning packs made up by school.

As an Infant and Nursery school we are well equipped to ensure that our remote learning meets the needs of the youngest children (chronologically and developmentally) and those least likely to independently access 'on screen' learning. As such, our approach includes hands-on, practical and play-based learning opportunities.

Those with an Education, Health and Care Plan (EHCP) will first be encouraged to attend school. If this is not an option (likely due to health risks), the EHCP outcomes will be incorporated into our individualised remote learning offer.

LSAs will be utilised to provide individualised support – wherever possible these will be adults who know the children well and can plan to engage them using their specific interests.