



Buckden CE Primary Academy Remote Education Provision during National Lockdown January 2021

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education when there is a national lockdown and school has had to close to all but vulnerable and children of critical workers

For details of what to expect where individual pupils are self-isolating, please see the final section of this page please refer to our remote education offer here : [Remote Education Plan](#)

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.

For the first two days of national lockdown we are referring every pupil to the class blog where we have placed the timetable for individual pupils to use when self isolating. This will give lessons via the Oak Academy, White Rose etc alongside other links to other activities and lessons to cover the initial 2 days.

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 Thursday 7th January the full timetable of lesson will commence for all pupils.

- We teach the same curriculum remotely as we do in school. The teachers that are teaching in school will plan alongside the teachers that are delivering the remote learning offer. Where applicable e.g. PE and collective worship we will endeavor to bring together the pupils at home and the pupils in school to experience this collective together.
- There will be 3 lessons delivered every day for all pupils from Reception through to year 6 and they will be exactly the same as what is being delivered in school, albeit remotely.
- There will be other activities planned that are not live that will cover other aspects of the curriculum that will be the same as what is being delivered in school and it is moving the curriculum on and teaching new concepts.

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: This will also include reading, timestables rockstars too.

| | |
|----------------|---|
| Key Stage 1 | <p><u>Reception - 3 ¼ hours per day</u> - including 3 live lessons that will, with the independent task, task about 40-45 minutes each. Daily PE workout 20 minutes plus a live PE lesson, as well as planned independent work including the Skills Builder curriculum.</p> <p><u>Year 1 & Year 2 - 3 ½ hours per day</u> including 3 live lessons that will, with the independent task, task about 50 minutes each. Daily PE workout 20 minutes plus a live PE lesson, as well as planned independent work including the Skills Builder curriculum.</p> |
| Key Stage 2 | <p><u>Year 3 & Year 4 - 4 hours per day</u> including 3 live lessons that will, with the independent task, task about 60 minutes each. Daily PE workout 20 minutes plus a live PE lesson, as well as planned independent work including the Skills Builder curriculum.</p> <p><u>Year 5 & Year 6 - 4 ½ hours per day</u> including 3 live lessons that will, with the independent task, task about 50 minutes each. Daily PE workout 20 minutes plus a live PE lesson, as well as planned independent work including the Skills Builder curriculum.</p> |

Accessing remote education

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

We will be using Microsoft Teams to deliver all live remote learning for all pupils. The all have their individual log ins. Lessons will be delivered live three times a day and recorded for those pupils that cannot access them at the time. Work will be submitted via the assignment feature on teams so that individual feedback can be given to all pupils.

Evidence of other work can be email through to the teachers on the year group email address.

We are also using the Active Maths portal for pupils to access their Power maths books as well as the abacus maths programme.

Timetables Rockstars

Nessy for pupils who need to continue to work on their literacy skills

Daily PE is being delivered through Lizell Heather's Youtube channel

Skills builder platform

All passwords have been stuck in the front of their books which has been picked up from school and this will give you all the information you need to log on.

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:

Please contact the school at office@buckdenacademy.org if you have issues with devices and need another one and we will do our best to accommodate you however the Government has still not given the laptops to the school that they promised and said would be delivered. We are still waiting for the response to the email we sent asking where the delivery is – they response time for this query currently is 5 working days

We have created work packs for individuals that struggle to get access to online so that they can continue with the learning. We have provided pupil books for them to work in. Reading books in KS1 can be exchanged at school providing all social distance measures are adhered to. The village library is open for books to be ordered and collected.

If there is no access to online at all work can be submitted into the drop box at school for teachers to mark for the pupils. It will be quarantined in line with our Health and Safety Risk assessments.

How will my child be taught remotely?

We use a combination of the following approaches:

This section explains the range of approaches that we use to teach pupils remotely.

Remote teaching approaches:

- live teaching (online lessons) 3 lessons a day for all pupils which are recorded so that they can be accessed at a later time due to family circumstances
- recorded teaching (e.g. the live lessons delivered, Oak National Academy lessons, video/audio recordings made by teachers), Daily Active session with Miss Lizell, phonics sessions
- printed paper packs produced by teachers for pupils where needed (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 eg Active Learn, Timestables Rockstars, Nessy, Accelerated Reader, Oxford Reading Owl
- Skills builder project work which does not have a reliance on screen time and is developing skills away from the PC which is part of our curriculum offer at school

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 would like as much as possible due to individual circumstances pupils to attend as many live lessons as possible a day and try and work to the timings given out above. We appreciate that everyone is trying to juggle everything and reviewing the live lessons as recording is fine if it fits in with family situation.

As much of the work set as assignments on teams we would like submitted so that teachers are able to give feedback and see how the pupils are doing. All work needs to be submitted through teams by Friday. **The expectation is all work set is submitted.** If this is not feasible please liaise with the class teacher through the year group email address. Unlike last lockdown the curriculum is continuing to be taught and children's learning is moving on. Submitting work is part of this.

Live lessons timetable is below:

| | 9:00 | 9:30 | 10:00 | 10:30 | 11:00 | 11:30 | 12:00 | 12:30 | 1:00 | 1:30 | 2:00 |
|-----------|-------------------|------------------------|----------|------------------|----------|----------|-------|-------|-----------|-----------|-------------------|
| Monday | Live with Lizell* | EYFS Y1 Y5 Y6 | Y2 Y3 | EYFS Y1 Y4 | Y5 Y6 | Y2 Y3 | Y4 | | Y1 Y5 | Y3 Y4 | EYFS* Y2 Y6 |
| Tuesday | Live with Lizell* | EYFS Y1 Y5 Y6 | Y2 Y3 | EYFS Y1 Y4 | Y5 Y6 | Y2 Y3 | Y4 | | Y1 Y5 | Y3* Y4 | EYFS Y2 Y6* |
| Wednesday | Live with Lizell* | EYFS Y1 Y5 Y6 | Y2 Y3 | EYFS Y1 Y4 | Y5 Y6 | Y2 Y3 | Y4 | | Y1* Y5 | Y3 Y4 | EYFS Y2* Y6 |
| Thursday | Live with Lizell* | EYFS Y1 Y5 Y6 | Y2 Y3 | EYFS Y1 Y4 | Y5 Y6 | Y2 Y3 | Y4 | | Y1 Y5* | Y3 Y4 | EYFS Y2 Y6 |
| Friday | Live with Lizell* | EYFS Y1 Y5 Y6 | Y2 Y3 | EYFS Y1 Y4 | Y5 Y6 | Y2 Y3 | Y4 | | Y1 Y5 | Y3 Y4* | EYFS Y2 Y6 |

Teams will be organised into daily folders so all you need to access for each day will be in that folder.

- We have put together a crib sheet attached to this email so you can see where to access everything. All crib sheets for accessing teams will be on the school website under Remote Learning Tab at the top of the page at the following link: [Remote Learning](#)

- There are cribs sheets for the following:

1. How to access teams

2. How to hand in an assignment

3. How to turn off Chat

4. How to use Immersive reader and Dictation

- At the beginning of each day on TEAMS there will be a summary outlining the work for the day (this will also be found on the class blog too)

- Independent working should be allocated the following times:

Reception, Year 1 & Year 2 – 20 minutes for activity

Year 3, 4, 5 & 6 30 minutes for the activity .

This is the maximum amount of time that any child should spend on an independent task. Please remember that every child is different and they will not necessarily complete all the work that is set but that is fine.

- Feedback on independent work should be written on the child's work so that the teacher is able to understand how the child has done. For example, this could be completed really quickly, need a little support but could do it, found It hard to complete, didn't understand etc. Please do not use the open channel to talk about individual children as individual feedback is hard for teachers to give this way. On the work it is much more relevant and specific to the pupil.

- Hands up in live sessions – a few parents mentioned that their child was not always asked when their was hand was up. Please remember that at times there are between 30 – 40 pupils on a live lesson. As in class not all children are asked the answers all the time. There is the chat facility to ask questions if they aid with learning that the teacher/TA can answer for you.

Provide support for your children by (this will most definitely differ depending on the age and ability of your child):

- establishing routines and expectations

- defining a space for your child to work in

- monitoring communications from teachers

- beginning and ending each day with a check-in

- taking an active role in helping your children process their learning

- encouraging physical activity and/or exercise (we do have Lizell's daily exercise and

although timetabled at 9am this can be watched before/after as it is pre-recorded so fit it in

with your own family schedule)

- checking in with your child regularly to help them manage stress
- monitoring how much time your child is spending online
- keeping your children social but setting rules around their social media interactions.
- seeking out and communicating with school staff as different needs arise and please use the drop in sessions.

Establishing routines: In between the remote lessons, it is important that students get up and move around. From the first day you will need to establish routines and expectations. We believe the scheduled live lessons will help establish routines. It is important that you set these expectations as soon as distance learning is implemented, not several days later after it becomes apparent a child is struggling with the absence of routine.

Wellbeing:

Being confined to home for an extended period of time can cause stress and conflict. Tips for looking after your children during isolation include:

- Talking to your whole family about what is happening. Understanding the situation will reduce their anxiety.
- Help your children to think about how they have coped with difficult situations in the past and reassure them that they will cope with this situation too. Remind them that the isolation won't last for long.
- Exercise regularly. Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the garden or using home exercise equipment, such as a stationary bicycle, if you have it. Exercise is a proven treatment for stress and depression. Lizell's daily exercise
- Encourage your children to keep in touch with family members and friends via telephone, email or social media (where appropriate).

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

Registers are taken every time there is a live lesson so we can monitor who is logging on.

We use teams to see who has accessed the recorded sessions and who is submitting work. This is monitored on daily basis and then discussed with the senior management of the school if there is a pupil who are causing concern.

A follow up call or email will be sent from the class teacher in the first instance and then either Mrs Bliss, Mrs Heather or Miss Anderson will call to ascertain what support the school can give to ensure that the pupils is engaging with their work.

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:

Attending live lessons is the ideal way for pupils to receive feedback and ask questions in 'real time' with their class teacher. Teachers can access how a child is understanding the concepts that are being taught. Quizzes/questions are used in TEAMS to ascertain understanding of pupils. All work submitted through assignments on teams 3 per day will be marked by the teacher and returned with individual feedback for the pupil. This is also a dialogue for either the pupil or parent support to comment on how the child found the assignment and the ease with which they completed the task so that further support can be given if needed.

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:

At Buckden CE Primary Academy, whilst we recognise that most pupils will be able to continue their learning via a remote platform during a period of self-isolation, we understand that some children with Special Educational needs will face particular barriers. For this reason, we will make the following adjustments to the remote learning plan:

For pupils with an EHCP plan, the teaching assistant who usually works with that child will make daily contact with them, via Teams, to offer support in accessing learning tasks or to provide tasks that meet the targets set out in their Individual Education Plan (IEP). The teacher may also make regular contact with the pupil to offer direct instruction and differentiation of tasks set. Dependent on the needs of the individual, we would expect that these children would also access any live or pre-recorded video sessions that the teacher provides to the class, if the whole bubble is isolating.

For higher needs SEN pupils who not have an EHCP, the class teacher and/or teaching assistant will provide more bespoke learning tasks and/or differentiation of the tasks set, which are tailored to their needs. These could be in the form of games, worksheets, activities or visual resources that may be appropriate to support the home learning. We would still expect these children to access any live or pre-recorded video sessions that is being provided by the teacher, if the whole bubble is isolating.

For those children with recognised SEND and on our SEND register, but who are able to access the mainstream content of lessons, we would expect them to follow the main programme of learning set by the class teacher.

We would ask that the parent/carers of these children liaise with the class teacher to report on how well their child is able to access the learning, so that any further adjustments can be made.