



**William Byrd**  
PRIMARY ACADEMY

# **Remote Education Policy**

Spring 2021

## Specific Aims

We have a clear contingency plan to offer remote education where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home. This could happen at any time and we all need to be clear about how this will work and what we need to do now to be ready to respond quickly to such a scenario.

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

We need to ensure that remote education aligns as closely as possible to the curriculum we would have provided to pupils if they were in school.

Our remote education needs to:

- ensure pupils receive clear explanations
- support growth in confidence with new material through scaffolded practice
- enable the application of new knowledge or skills
- allow pupils to receive feedback on how to progress and make improvements to their learning

In the event of an immediate need for home learning to be provided, children will be sent home with paper packs of work for the first day of home learning, supplemented by online learning as indicated in the home learning pages of the school website.

We will provide links to appropriate remote learning for pupils who are not able to attend school so that no-one need fall behind.

In this document, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents.

We have used research from the Educational Endowment Foundation as a basis for our approach to remote learning. <https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supportingstudents-to-learn-remotely/>

## Curriculum

William Byrd Primary Academy is committed to ensuring that all children continue to receive a quality education should the need for remote learning arise. Our approach includes a blend of paper resources and online learning resources available through online platforms such as:

- Oak National Academy
- Zoom
- BBC Bitesize
- White Rose Maths
- Ruth Miskin/ YouTube for Read Write Inc. Phonics
- PiXL Vocabulary
- MyMaths
- PiXL times tables

The remote learning set for children will be in line with the learning and curriculum that would have taken place in the classroom. Please refer to Curriculum Overviews.

The remote learning set by the teachers will follow the usual curriculum plan for their class so that children can continue to access the relevant curriculum as planned for their year group.

Teachers will provide adapted learning resources for children with additional learning needs, i.e. SEND or where English is an additional language.

Teachers will make sure all children and parents have access to logins by recording them in the child's home reading record book.

Teachers will plan lessons that link directly to the curriculum focus for that year group and will provide resources to support tasks for home learners. When providing remote learning, teachers must be available between 9am and 3pm Monday - Friday.

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 1	3 - 4 hours
Key Stage 2	4 – 5 hours

Each week, children will have access to:

1. **Reading** lessons – recorded by class teachers and appropriate to different teaching groups as would usually be the case in school
2. Daily Bug Club reading
3. **Maths** lessons – a blend of teacher-recorded and Oak Academy lessons
4. **Writing** lessons – Oak Academy lessons, with weekly teacher-recorded 'improvement lessons'
5. **Project** lessons – Oak Academy lessons
6. **PE** lessons – recorded by class teachers or specialist PE coaches
7. **Music** lessons – recorded by our specialist music teacher
8. **Assembly** – every Friday afternoon
9. Two **Zoom** meetings per week with class teachers to discuss learning, address misconceptions and help to encourage and motivate children

Teachers will respond promptly, within 24 hours, to any requests for support from families at home. This should be done using the class email addresses, e.g. [3brunel@williambyrd.school](mailto:3brunel@williambyrd.school).

Teachers will regularly use email to message families and children directly to provide feedback, support and motivation. Staff and parents should communicate via the class email address. In addition to this, teachers will contact families at least twice per week via telephone.

### Accessing remote learning

Timetables are posted on the school website each day by 9am. Lessons and resources are accessed by clicking on the links.

Zoom meeting id and passwords will be emailed to parents ahead of each session.

Bug Club: Children should log on and read daily with their usual details.

## Family (pupil/parent/carers) expectations

- We expect children to log on and access the remote learning every day
- We expect children to attend the live Zoom sessions twice per week
- We expect children to behave in the same way as would be expected in school and to follow all the usual school rules and the Acceptable Use policy
- Children are expected to submit/ email certain pieces of work, or evidence of work, in order to personalise feedback and inform future learning
- Where possible, it is beneficial for children to maintain a regular and familiar routine. We recommend that each 'school day' maintains structure. A timetable will be made available as a guide. This should also include regular bedtimes and daily reading for pleasure (Bug Club).
- If a class bubble is isolated, the children will be sent home with their home reading book in addition to a home learning exercise book; this is so that work that children complete at home can be kept safe, and can be brought back to school when normal schooling resumes
- Should anything be unclear in the work that is set, parents can communicate with class teachers via the year group email address or by contacting the main school email address. They should make clear which child, class and subject the question relates to. Staff will respond to all enquiries within 24 hours between 9am and 3pm, please do not expect a response outside of these hours.
- We encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with work encouraging them to work with good levels of concentration
- Timetables will clearly indicate which work needs to be emailed back in to teachers via the dedicated email addresses. We ask that parents/carers photograph or screenshot children's work and return it via email clearly marked with the child's name and class. Teachers will then provide written feedback via email
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions will be made available (e.g. paper copies of work, loan of devices if appropriate etc.). These will be discussed on case-to-case basis. To help parents to feel more confident when helping their child to access remote learning, teachers and leaders will be available to support via email or telephone
- Staff will contact families by telephone and discuss the child's learning with them during the call. Please stay with your child during the phone call. These calls will be made between 9am and 3pm.
- Teachers will hold live Zoom meetings with the whole class or small groups of children. Please see the separate Appropriate Use guidance for further information

## Marking and assessing pupils' work

### Reading

Please send in the work every day. This will allow teachers to plan and address any misconceptions in the next lesson. For Year 3, 4, 5 & 6 there are also quizzes for your child to complete which give teachers instant information about your child's learning and understanding.

### Maths

Please send in the work every day. Teachers will then record and send you appropriate mini feedback videos to support your child with any misconceptions they have encountered that day. Not only will this help to correct the work, it will also ensure that children are ready for the next lesson.

### **Writing**

Please send in work when the class timetable asks you to. Your class teacher will look at all the work. On Fridays there will be a video recorded by your child's teacher to address any misconceptions and help your child make progress in their writing. Children will then make improvements to their writing using the feedback in the video; please send this new work back in so we can see how children have done.

### **Project**

Every Thursday there will be a quiz to find out what your child knows. On a Monday there will be a teacher-recorded video to address any misconceptions your child has and support them to make improvements. Please send the new work back in so we can see how they have done.

This cycle of feedback is very similar to what children usually receive when they are in school. You should only receive emailed feedback for maths. All other feedback will be carried out in the lessons your child watches.

### **Additional support for pupils with particular needs**

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:

Teachers will provide individual work for children with SEND that is appropriate to them. For children with EHCPs or more complex needs, a separate weekly timetable and selected physical resources will be sent home. For all other children on the SEND register, teachers will continue to differentiate work as they would normally do in school

For the youngest children we provide additional physical resources and printed worksheets that children can work on independently if it is going to be difficult for a parent to support them with the online learning.

Each child with an EHCP at William Byrd has a member of the inclusion team assigned to them as their key worker. Key workers are making regular contact with families who have chosen to keep their children at home, providing support, advice and guidance. Furthermore, SEND children who have significant needs but do not have an EHCP have a separate weekly timetable and packs of physical learning resources which were delivered to their home to support their individual learning needs. Daily contact is made with these families via email or telephone. Speech and Language and Occupational Therapies are also continuing virtually whilst the children are at home.

### **Support for families without suitable devices or online access**

We have a limited number of laptops that we are able to lend to children when they don't have a suitable device at home for remote learning. Please contact the school office on 01895 462394 if you require the loan of a laptop.

We have a limited number of free data-only SIM cards available for families to use to access mobile broadband. Please contact the school office for more information.

We will apply for devices that enable an internet connection (4G routers) for disadvantaged children through the DfE scheme, when required.

We will apply for 'free mobile data increase' for disadvantaged children through the DfE scheme, when required. Service providers are limited.

If families are still unable to access the work online, please contact the school office to discuss collection of printed learning resources. Any work packs issued will also need to be returned to the school office for marking by the class teacher.

## Appendix 1

### **Zoom Acceptable Use Policy**

**In order to create a safe environment for pupils and staff when taking part in Zoom conference sessions, the following considerations must be observed:**

1. By accepting the Zoom meeting ID and joining the meeting, with parental responsibility, you agree to the terms set out in this document.
2. Zoom is only to be accessed by a device in a communal family space.
3. It should be supervised by an adult to deal with any technical difficulties.
4. Participants should be dressed appropriately when attending Zoom meeting.
5. The meeting ID is to remain confidential and not to be shared to anyone that it was not designated to.
6. Recording, photos or screenshots of the Zoom meeting are not allowed by participants.
7. The Zoom meeting will be recorded by the hosting teacher and stored in line with the school's GDPR and ICT policy.
8. The Zoom meeting will be locked by the teacher 5 minutes after the start time so that it can only be accessed by authorised participants. Unfortunately, anyone arriving late to the meeting will not be able to gain access, even with the meeting ID.
9. For participants, some Zoom facilities will be disabled by the host teacher. This includes but is not limited to the screen record function, chat and screen share. Participants will be muted by the host teacher on entry to the meeting.
10. Lastly the same behaviour expectations that are set within a classroom apply to the Zoom meeting and the teacher retains the right to terminate a pupil's participation.

## Appendix 2

### Example of Curriculum Overview


YEAR 6

**CURRICULUM NEWSLETTER** **SPRING TERM 1 | 2020-2021**

OUR CORE VALUES	CURRICULUM STATEMENT	READING	WRITING
	<p>We are committed to providing high quality remote learning for all children and we have planned a challenging, engaging and exciting curriculum again for this half term. Our remote provision will enable our pupils to continue to master the core skills and embed knowledge whilst exploring new themes and topics. Our Five Guiding Powers continue to underpin our learning. Lessons will be a blend of video lessons from Oak Academy, our own teachers' video lessons and our own learning tasks. Children will receive regular written feedback on their work from their class teacher and they will have the opportunity to take part in 'live' feedback sessions to address any gaps or misconceptions and make improvements.</p>	<p>Every week we will read a new text from a wide variety of genres including: poetry, fiction, non-fiction, biographies, newspapers and more. Through these texts, we will practice all of the skills that will help us to become the best readers we can be (words in context, retrieval, inference, prediction and summarising).</p>	<p>After a brief recap on Non-Chronological Reports, we will be using the playscript Macbeth by William Shakespeare to explore narrative writing. We will analyse the text and explore key settings and characters. Then, we will begin to build our narrative by developing an understanding of how to write rich setting and character descriptions. Throughout the unit we will focus on Year 6 grammar objectives, and we will consolidate our learning with our own narrative.</p>
<b>MATHS</b>	<b>PROJECT</b>	<b>PSHE</b>	<b>PE</b>
<p>In our maths units this term we will be beginning to explore the connections between Fractions, Decimals and Percentages. We will also be starting to look at algebra and how to read, create and solve various equations. We will then apply this knowledge to problem solving situations. Throughout the term we will continue to revisit the four rules in mathematics consolidating previous learning.</p>	<p>In Science we will be learning about the Human Anatomy, understanding the organ's functions, the different body systems and how vital they are in order for our body's daily functions. We will be learning about the way our bodies grow and change   comparison to animals. In Geography we will be learning about Biomes: What are the Earth's Biomes? What affects the Earth's ecosystems? How they are being damaged and why they are fragile? We will then be exploring the topic of Energy and Sustainability in some exciting lessons researching: How do we produce and sustain energy? Compare how energy was produced in the past to how it could be produced in the future; how fireworks are made?</p>	<p>This term, our PSHE topic is "Keeping Safe." We will be learning the potential dangers of fireworks, traffic, household hazards, and fire. We will explore rules and how to follow them to keep ourselves safe.</p>	<p>We will focus on keeping active by taking part in recorded lessons and activities led by our sports coaches and class teachers.</p>
		<b>RE</b>	<b>MUSIC</b>
		<p>This term, we will be exploring Buddhism. We will begin with a study of Siddhartha Gautama and the creation of Buddhism before we delve into the practices, literature and history of Buddhists.</p>	<p>We will be Exploring Classical Music, studying different pieces of classical music, recognising the elements that make up the pieces, and performing sections of the pieces themselves.</p>

Please visit our website [www.williambyrd.school](http://www.williambyrd.school) for further support on our curriculum or speak to your child's class teacher.

