

Bugle School Remote Learning Plan



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ACADEMY



In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Bugle Primary has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources.

This plan will be applied in the following instances:

1. An individual is self-isolating because of a positive test within the household;
2. A group of children are self-isolating because of a case of coronavirus in the bubble;
3. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#).

Software and online platforms

Within all plans, teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by Oak Academy and White Rose Maths.

Children will remain in contact with their Classteacher through Tapestry, Google Classroom or Seesaw, where work will be set, marked and responded to. MS Teams **may** be used to make contact with groups of pupils to check on their wellbeing, in the event of an extended period of lockdown.

Oak Academy has been selected to support remote learning for a number of reasons. The Oak Academy lessons are in-line with our teaching ethos – they encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support. Classteachers are to use the lessons in the classroom so children are familiar with the platform.

White Rose Maths resources will be used as they are matched to our current maths curriculum model. Children are very used to seeing these resources.

Numbots, and TT Rockstars will all be utilised to support the acquisition and retention of basic core skills.

Google Classroom(Y3-6) and Seesaw (Y1&Y2) will be the remote classrooms used to host the content. Activities, worksheets and additional support content will be posted using this website. Pupils will be able to interact with their teachers asking questions, getting responses and having their work marked. Our school website class pages along with our social media sites will be used to celebrate learning.

In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory, as is the expectation that Bugle Primary makes that provision available and accessible to all. However, if children themselves are too ill to attend then they should not be expected to engage in home learning.

In preparation for home-learning, parents and children need to receive logins and passwords for the following platforms (likewise teaching staff need to be familiar with them):

- Google Classroom/Seesaw
- TT Rockstars/Numbots
- Spelling Shed

Worksheets and Practical Resources

If a child is isolated from school i.e. the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested, they will leave school with a pack of work and their own stationery pack. Children will have immediate opportunity to continue their learning.

The work packs should be basic skills work that would be relevant at any stage of the year i.e. arithmetic, spelling, reading, writing (with a visual prompt) and handwriting.

Frequently Asked questions:

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:

Nursery/ Foundation stage/Key Stage 1	Nursery – 2 hours a day EYFS/KS1 – 3 hours a day
Key Stage 2	Y3 – 6 - 4 hours a day

Accessing remote education

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

Tapestry will be used for the **Nursery and Reception** classes – you can use the app or web browser to access the information - <https://tapestryjournal.com/>



Seesaw will be used for **Years 1 and 2** - you can use the app or web browser to access the information - <https://web.seesaw.me/>



Google Classroom will be used for **Years 3, 4, 5, 6** you can use the app or web browser to access the information – <https://classroom.google.com>



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:

We understand that as a school one of the biggest barriers to accessing the home learning is often the physical equipment required. We have therefore ensured that we have adequate materials available to loan to parents.

1. If you do not have a device or your device is not compatible with the home learning platform, please contact the school office on 01726850420 or email: hello@bugleschool.org.uk
2. We will arrange a pick up time for you to collect your device and sign a contract stating that you will return the device when it is no longer required, or your child is leaving the school.
3. If you are unable to access the internet through a secure broadband connection, we will provide you with a sim card that contains 30 gig of data. This can be plugged into a phone and a hotspot created, allowing other devices to access the internet.
4. If you continue to be unable to access the learning, we will provide you with a paper copy of the work. This can either be posted to you or collected from the school office at an agreeable time.

How will my child be taught remotely?

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

Your class teachers will provide a range of different ways to access the learning:

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets) – if required.
- reading books for pupils to have at home
- Videos from other sources: YouTube, White Rose Maths and other supporting websites
- Access to online educational games – e.g. Times table Rock Stars.

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?

The children's class teachers spend a huge amount of time preparing the materials and providing feedback and support, therefore we expect the children to engage with their home learning, daily.

We understand the challenges working parents face, therefore, we will offer weekly 20-minute teams calls with groups of children and their class teacher, where they can discuss their learning and gain support and guidance.

Our class teacher will be able to call parents back throughout the day to support with any concerns or challenges that you are facing regarding the home learning.

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

The school have set up a monitoring form that all teachers complete on a daily basis. The results of this form are sent through to the schools dedicated remote learning leader – Mr L Rees (HOS).

If there is a period of 2 days without any engagement in home learning, the school will send a text message reminding you of the requirement to complete it and offering a follow up call to provide support and guidance.

Any period of more than 3 days, where home learning is not completed, will be followed up by a call from a senior leader within the school. During the conversation the school will set out the options available. These might include: attending school due to inability to access learning, a loan of a school device or a paper copy of the materials.

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:

The class teachers will be checking pupils work daily and using the information they gather to help set future learning. We will offer feedback in the following ways:

- Self marking quizzes – these will contain immediate feedback.
- Written comments on pupils work suggesting improvements and identifying success.
- Verbal comments and audio links.
- Whole class video feedback.

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 understand the challenges that parents face when supporting children with Special educational needs.

We will ensure that all learning provided for children with additional needs is set at an appropriate level. If there are additional multi-agencies working alongside the family, we will continue to offer virtual sessions with these staff and send out paper versions of any resources required.

If your child continues to struggle to access the home learning, they will be offered a priority school place.

Day One of Self-Isolation

On Day One of your child not being in school, please use your child's login and the internet to access a variety of websites for general work.

Here is a suggested timetable:

Maths	30-60 minutes	Numbots / TT Rockstars / White Rose Maths / Oak Academy - https://classroom.thenationalacademy/schedule-by-year
English Writing	30-60 minutes	Choose an activity from Pobble 365 – an image with creative writing ideas to use - https://www.pobble365.com/ / Oak Academy
English Reading	30-60 minutes	Read your school reading book or read an online story using the researchify link - https://researchify.co.uk/ / Oak Academy

Topic	30-90 minutes	Oak Academy – pick a subject of interest for your year group
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Please make use of the following apps – Numbots, TT Rockstars, Spelling Shed – and websites too:

[Oak Academy](#)

[Pobble 365](#)

[Researchify for Reading](#)

[White Rose Maths](#)

[BBC Bitesize](#)

[Oxford Owl](#)

Remote Learning – Day 2 and onwards

The initial response to any isolation will be to provide children with home learning materials alongside their class stationery pack (this might need to be delivered). In the case of whole cohort isolation, resources will be uploaded to Google Classroom and priority children or those known to have no access to remote learning will have packs delivered. This measure will afford teachers a short time to prepare their remote learning resources.

Pupil needs to isolate because someone in their household is symptomatic or tests positive	
Ongoing Support	Safeguarding/SEND
<p>Using Google Classroom/Seesaw, the Classteacher will upload worksheets between 3pm-5pm the day before to allow parents to see the learning materials prior to supporting their child. The teacher will decide what materials are most appropriate for the individual child. This will link to the current content being delivered in the maths lesson.</p> <p>If teaching input is required for core lessons, the teacher can either direct the parent to a relevant Oak National taught session. The aim will be that the teachers provide a minimum of 3 lessons a day. An English lesson, Mathematics and an afternoon session.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to hello@bugleschool.org.uk.</p> <p>If child is entitled to benefit-related FSM contact Aspire to see if support can be provided to the family.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a</p>

<p>Teachers will check their google classroom pages at lunchtime (12.00pm) and after school (3:15pm). They will respond accordingly to any work that has been completed. Where work is incorrect, they may provide the child with follow up questions.</p>	<p>phone call from the DSL (record on MyConcern and using the communications tab on Arbor).</p> <p>Where the child has not accessed the learning a text prompt will be sent to the parent reminding them that their child has learning to be completed. This will be followed up by a support call after day 2.</p>
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A group of children are self-isolating because of a case of coronavirus in their class bubble

Ongoing Support	Safeguarding/SEND
<p>Using Google Classroom/Seesaw, the Classteacher will upload worksheets between 3pm-5pm the day before to allow parents to see the learning materials prior to supporting their child. The teacher will decide what materials are most appropriate for the individual child. This will link to the current content being delivered in the maths lesson. White Rose maths video links will be posted along with the relevant powerpoint slides.</p> <p>If teaching input is required for core lessons, the teacher can either direct the parent to a relevant Oak National taught session or they could use Screencastify to produce a short support video outlining how to complete the content and upload to Google Classroom. There will be no live lessons.</p> <p>Where they know that a child may struggle with the content, the teacher might call them or use Microsoft Teams to provide a short group support session.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to hello@bugleschool.org.uk.</p> <p>If children are entitled to benefit-related FSM contact Aspire to see if support can be provided to the family.</p> <p>If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on MyConcern and using the communications tab on Arbor).</p> <p>Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and support.</p>

A whole bubble/cohort of children is isolating because of an outbreak of coronavirus

Ongoing Support	Safeguarding/SEND
<p>Teachers will create a short video outlining the expectations for a day and how to access some of the key links. This will be uploaded into the home learning section of the website and emailed to parents. It will also be uploaded to the Google Classroom/Seesaw/Tapestry accounts. In this video the teacher will discuss the remote learning arrangements and expectations. Teachers will also share a timetable of learning – this will consist of core subject lessons (maths and English) and a non-core lesson.</p> <p>Using Google Classroom, the Classteacher will upload worksheets between 3pm-5pm the day before to allow parents to see the learning materials prior to supporting their child. The teacher will decide what</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to hello@bugleschool.org.uk.</p> <p>If children are entitled to benefit-related FSM contact Aspire to see if support can be provided to the family.</p> <p>If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for</p>

materials are most appropriate for the individual child. This will link to the current content being delivered in the maths lesson. White Rose maths video links will be posted along with the relevant powerpoint slides.

There will be an expectation for the class teacher to continue their reading for pleasure segment of the day (1 chapter) they will record a video using Screencastify. This will allow activities to be set linked to the class text.

The Classteacher will share links to appropriate lessons from White Rose Maths or Oak National lessons through Google Classroom/Seesaw. Teachers will respond to learning through Google Classroom. They will provide short feedback videos on where many pupils may have gone wrong or pose additional questions for the children to consider.

For non-core lessons, resources will be uploaded to Google Classroom and Seesaw and where possible web-links to appropriate support materials will be shared. This will often be through Oak National using lessons that link to the Bugle School curriculum.

Time will also be scheduled for the children to watch an assembly delivered by Mr Rees. This will encourage children to keep working, celebrate successes and promote a togetherness. These will be uploaded to Google Classroom/Seesaw.

Completed work can be: completed in their book, photographed and uploaded. Completed in Google Classroom and submitted to the class teacher. Completed on the prepared work sheet and photographed and uploaded. Completed on the online quizzes (Oak Materials) then a screenshot can be taken and uploaded. Teachers can then review the work completed and ensure that the following day's lesson addresses misconceptions etc. Feedback and queries can take place throughout the day using either Teams or Google Classroom/Seesaw, depending on the teacher's preference.

In the event of teachers becoming ill, support staff will be required to 'takeover' the Google Classroom/Seesaw account with resources being identified by other teachers/SLT in the school.

regular safe and well checks via a phone call from the DSL (record on MyConcern and using the communications tab on Arbor).

Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and the support needed by the family. This could then be followed up by calls from Naomi/Catherine if there are pastoral issues.

Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue via Teams as long as the agencies engage.

The SENDCO will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.