



# **Remote Education at Belmont Primary School**

First Published: 22.01.2021

## Rationale

At any time, it is possible that a child may not be able to attend school where national or local restrictions are in place. As such, it is the school's intention to ensure that appropriate learning provision is in place with clear intent and structure to assist the child in being able to maintain their learning. This provision will also help facilitate communication between the pupil and the school, most notably the class teacher.

## What Activities Will Be Set and How Long Will They Take?

The activities will be devised to reflect what would usually be taught within the classroom, following as closely as possible the curriculum which has been agreed by the school. There will be some limitations to a remote education and, consequently, it might be that appropriate adjustments and adaptations are made to ensure that the tasks set are fully accessible and provide the best learning opportunities possible.

There are recommended minimum timings for the age phases and in primary, these are (taken from 'Restricting Attendance During the National Lockdown: Schools: Guidance for All Schools in England, January 2021', DfE):

Key Stage One: Three hours a day on average with less for younger children;

Key Stage Two: Four hours a day.

There is no recommended time for children in Early Years.

However, we at Belmont also recognise the challenges for parents and carers in supporting children to meet these recommended timings. We do ask that there are daily uploads of English and maths tasks completed as a minimum. Similarly, it is hard for schools to accurately gauge how long children will take to complete given tasks.

The school will monitor engagement and activities on a daily basis and will also attempt to make telephone contact with all families (not accessing school at any time during a given week) to maintain positive communication channels.

## SUBJECTS

Timetables suggesting the outline of a day will be provided by the classteacher along with a schedule of tasks and activities for each day.

Each year group will be provided each day with an English and maths task. Further to this, there will be an additional task, or tasks, based around other subject areas. It is the school's aim to ensure that all subject areas will be covered as they would in school as reflected in the curriculum map.

Children will have the opportunity to complete work electronically, if appropriate, and upload it directly or complete it on paper, photograph it and then upload it as an attachment.

A range of resources and sources are used. These include White Rose Maths (used consistently throughout Key Stages One and Two) which include worksheets and video explanations. BBC Bitesize is also used along with '2Animate' (for computing) and 'Purple Mash', both of which have video content. Oak National Academy resources may also be used. These also contain video content.

### Accessing Remote Education

At Belmont Primary School, all tasks will be set through the Microsoft Teams platform, which all children will have log in credentials for.

We accept that for some children, it might not be possible for them to access this at home. Where this is the case, parents / carers can request paper copies of the equivalent tasks which can be delivered to them for completion.

The school will use a range of resources from a variety of sources. These sources might include, but are not limited to, such providers as:

White Rose Maths

Oak National Academy

2Simple

Education City

Purple Mash.

Teachers will also be creating their own resources to ensure they are appropriate to the task being set.

### Engagement and Feedback

Tasks which are completed and uploaded to the Teams platform will be checked and commented upon in a timely manner, ideally within two days of 'turn in'. Feedback is provided for these tasks. All tasks set will have a 'close' date whereupon they are no longer available for the children to complete. This is to prevent a 'backlog' both of work for children but also marking for teachers.

For children competing 'paper packs', we will request that these are dropped off at school on a weekly basis for marking and feedback to be provided.

For children who are not accessing the tasks set and from whom there is no visible engagement, staff will follow this up with a telephone conversation to ascertain what, if anything, is the barrier to not completing the tasks. This should then be referred to the Headteacher who will then step up the discussions with the parent / carer to find solutions to support the family.

### Additional Support for Children With Particular Needs

We will discuss such circumstances with the families involved. A 'one size fits all' approach does not work, hence each response will be based on specific needs.

### Remote Education for Individual Pupils Who Are Self Isolating

We will issue paper copies of the tasks being set in school for completion whilst children are self isolating at home.