Remote Learning Curriculum and Strategies

This paper outlines our approach to remote learning during the pandemic.

It includes:
*   Our remote learning strategy
*   Our remote learning approaches
*   Remote learning curriculum outline for each subject/theme

<u>Remote Education Strategy</u>

Bovington Academy's Remote Learning Policy can be viewed here: <u>http://bit.ly/2LqXwN3</u>

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Children have ongoing access to Class Dojo or Google Classrooms, where information will be shared in the first instance, there may be occasions where workbooks or paper-based packs will be sent home with some pupils to complete independently.

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?

At Bovington Academy, we teach the same curriculum remotely as we do in school. There is equity in the activities and planning for those children in school and those learning at home.

If my child is not in school because they are self isolating, how will their remote education differ from the approaches described above?

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided may differ initially from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school. A paper pack has been provided for all children in the event of self-isolation and to give teachers time to organise online learning. We aim to have this ready for children by the end of the first day of self-isolation. Children self-isolating are taught a planned and well sequenced curriculum with meaningful and ambitious work each day in a number of subjects. Feedback will be provided.

Remote learning approach

1. Daily schedules are established

A full day in front of a screen is a lot for children and teachers, especially for families who may be sharing one device. Teachers conduct registers at 08:45 and also monitor the online platform throughout the day. Class platform streams and messaging are used to monitor attendance and daily registers recording attendance and engagement are kept by all classes and analysed by the leadership team to identify any further support needed or being offered.

Pupils have lessons set which mirror content that they would normally be receiving in school. The lessons are sequenced and content is reviewed regularly by the leadership team to ensure quality, challenge and differentiation.

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 Hours minimum Consisting of a combination of: ● assigned work (including time to complete it) ● live sessions and or recorded sessions ● web based activities ● project work
Key Stage 2	4 Hours minimum Consisting of a combination of: ● assigned work (including time to complete it) ● live sessions and or recorded sessions ● web based activities ● project work
Note	Whilst there is no statutory minimum expectation for EYFS, we recognise that very young pupils are likely to have particular needs which cannot be easily met via the remote learning opportunities provided for KS1 (Key Stage 1) and KS2 (Key Stage 2) pupils, for such learners it is likely, that the focus will be on progress in early reading and the evidence towards the Early Learning Goals. Therefore, for such pupils we feel that our remote learning offer should provide an EYFS remote curriculum which will: ● Provide guidance for supervising adults to ensure time is used as productively and developmentally as possible ● Provide a cohort specific learning offer

There is an expectation that pupils will complete all work set and participate in all planned learning activities. If your child is struggling, then please contact your child's class teacher or the main office for support - we are here to help.

2. Robust learning

Online learning is designed to be engaging and rigorous while being as independently accessible by our children as possible. Our key principles are:

- Learning is broken into smaller chunks
- We have clear expectations for online participation
- We provide frequent feedback through online knowledge checks, comments on collaborative documents and chat to keep students motivated and moving forward
- We include virtual meetings, live chats or video tutorials to maintain a human connection

3. Independent learning

Parents might either be at work or working from home and unable to help. We have designed learning that reduces the support needed from parents who might already be overwhelmed. Where possible, all learning is presented in a way children are familiar with in the classroom to support their independence and resilience.

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:

- Laptops or tablets will be issued to children who are eligible under the disadvantaged category. The school can also support families with accessing data to enable remote learning to take place. Parents or carers can obtain more information by contacting the school office by email or phone
- Pupils can access any printed materials needed if they do not have online access via the class teacher or by contacting the school office by email or phone
- Pupils can submit work to their teachers if they do not have online access via the school office (social distancing measures are in place) or taking a photo on their phones and 'handing in' remotely to their teacher.

4. Creating the Home Learning Environment

We encourage children to establish a set routine and also a quiet environment which will aid their home learning.

These include inter alia:

a. Know how to access learning materials

- teachers will create clear lessons on ClassDojo or Google Classroom
- additional resources such as video tutorials will be attached to the platform posts

b. Create a flexible timetable

- Teachers will set daily and weekly timetables so children and families know what to expect and when
- Children have the flexibility to carry out work as and when they can during the day as they may not be able to do it at the set time due to inter alia: device-sharing, trips out, parents work commitments

c. Set goals and targets

We encourage our children to attend and submit work. This might be:

- celebrating work with the class via the platform stream
- celebrating achievements with parents
- sharing and encouragement via school social media forums, e.g. Facebook, Twitter feeds

d. Engage with students daily

Teachers and LSAs take the time to connect each day by providing feedback, uploading some new resources, or even just sending a hello message. Phone calls home are also made to ensure human connection is maintained.

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

The school will monitor pupil's engagement daily and contact parents and carers of pupils (where necessary) to offer support. We are aware that some families will be facing challenges, which may be having an impact on home learning.
Where the level of engagement is a concern the school will:
- call the parent or carer to discuss the concern
- arrange an online meeting with the parent or carer and child (where appropriate)
- conduct a home visit
- refer to a Designated Safeguarding Lead

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

Feedback can take many forms and may not always mean written comments for individual children. Our approach to feeding back on pupil work is as follows:
- comments via Class Dojo on pupils' profiles,
- verbal feedback via Loom/Vocaroo
- self-assessment and peer assessment
- quiz or test outcomes

Regular cycles of assessment will take place according to the School's Assessment Policy in order to find out how well pupils are progressing and enable teachers to accurately report to parents.

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 difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:
- deliver remote education for pupils with SEND via live sessions, differentiated work (supported by the inclusion team) or a specific focus on EHCP (Education and Health Care Plan) or personalised plan target (where possible)
- Sharon Reddyhoff is the Inclusion Lead and SENCo; the Inclusion Team can be contacted via office@bovington-aspirations.org to support your child and you with any additional support that may be needed.

5. Choose the right tools and stick with them.

We use a limited number of tools, apps and platforms so children and their parents/carers are not overwhelmed.

Pupil and parent guides have been developed and disseminated to support the use of online platforms.