

In line with the DfE's *Coronavirus Act 2020 Provision of Remote Education Temporary Continuity Direction*, Bantock has the following contingency plan in place to ensure that the legal duty to provide remote education to pupils unable to attend school due to coronavirus is fulfilled.

This plan outlines what parents and pupils need to do whilst self-isolating at home, including the structure of the day and the learning resources that are used. Please follow this in order for your child to continue to learn.

Parent Responsibilities









- To ensure that school has all current email addresses and phone numbers.
- To ensure that parents are connected through ClassDojo.
- To have a quiet space free from distractions for learning
- To ensure that teachers are aware of any barriers to accessing remote learning.
- To check for communication from pupil's class teacher.
- To dedicate appropriate time to learning.
- To ensure pupils complete all work set through ClassDojo.
- To inform teachers of any difficulties faced with work so that additional support can be provided.
- To be aware of online risks and monitor technology use, including the time spent.
- To have daily discussions about learning.

Pupils Responsibilities

- To work in a quiet space free from distractions.
- To dedicate appropriate time to learning.
- To ensure they have all required login information for appropriate apps.
- To connect through Microsoft Teams using the link provided to engage in home learning.
- To complete all work set through ClassDojo.
- To be aware of online risks.
- To have a daily discussion with parents about learning.

Online Learning Resources

Resource	Purpose	Pre-Recorded	Live	Independent	Use
Microsoft Teams	To deliver pre-recorded (e.g. phonics, numeracy skills sessions) and live video content for a Bantock specific curriculum for core subjects with the use of the above to support learning. FOR WHOLE CLASS ISOLATION ONLY				Pupils log in to a meeting at a set time. The lesson is interactive allowing feedback . Activities can be shared within your Team - collaborative . Live sessions are synchronous, recording them allows the learning to be asynchronous and support pupils with time barriers. Follow up quiz for assessment.
Oak National Academy	To support skills, knowledge and understanding.				A curriculum map is available to match to school subject coverage. Videos can be shared through Microsoft Teams or Class Dojo. Some have related quizzes attached/Create quizzes
BBC Bitesize	To support skills, knowledge and understanding.				Videos can be shared through Microsoft Teams or Class Dojo. Some have related quizzes attached/Create quizzes
English Hub Phonics	To introduce and reinforce new phonics letters and sounds.				Videos can be shared through Microsoft Teams or Class Dojo.
Twinkl Go Phonics	To introduce and reinforce new phonics letters and sounds.				A series of videos and activities can be created as a lesson in planner and a PIN code shared through Microsoft Teams or Class Dojo.
Purple Mash	To reinforce and apply skills, knowledge and understanding.				2Do Activities can be planned with instructions. Follow up tasks in response to learning – e.g. publishing, timestables Inform pupils of new tasks through Microsoft Teams and Class Dojo.
Education City	To reinforce and apply skills, knowledge and understanding.				Use Learning Screens to introduce and reinforce new learning. Allocate Learn Screens, Think Its and Activities on My City. Inform pupils of new tasks through Microsoft Teams and Class Dojo.
Bug Club	To provide digital age related texts that support reading and reinforce comprehension.				Allocate age related texts to pupils. Inform pupils of new allocation through Microsoft Teams and Class Dojo.
SPAG.com	To reinforce spelling, punctuation and grammar skills for KS1 & 2 pupils.				Allocate tasks. Inform pupils of new tasks through Microsoft Teams and Class Dojo.
Flash Academy	To support language development.				Allocate tasks. Inform pupils of new tasks through Microsoft Teams and Class Dojo.
Evidence.Me	To provide parents with ways to evidence EYFS outcomes				Share photos of home learning
White Rose	Reinforce Maths fluency				Allocate challenge videos as extension activities.

Remote Learning Plan		
9.00 – 10.00 am	Maths Learning Time 	Login to Microsoft Teams Welcome and wellbeing check in. Maths Video Maths Activity
10.00 – 10.30am	Exercise 	Family walk Yoga (if raining) / Recorded Joe Wicks Wash hands
10.30 – 11.00am	Learning Time 	<p style="text-align: center;">NO ELECTRONICS X</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Word searches Daily Diary Home Learning Packs Timetables/Related Division Facts </div> <div style="width: 45%;"> Practise Spellings and High Frequency Words Reading and task books Number Bonds </div> </div>
11.00am – 12.00pm	English Learning Time 	Login to Microsoft Teams English Video English Activity Reading task set
12.00 – 12.45pm	Lunch 	Wash hands /help prepare and eat lunch
1.00 – 1.30pm	Quiet Time Mindfulness 	Reading Puzzles Colouring Listen to music
1.30 – 2.15pm	Learning Time 	<p style="text-align: center;">ELECTRONICS OK ✓</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Flash Academy SPAG.com </div> <div style="width: 45%;"> Education City Purple Mash Bug Club </div> </div>
2.15 – 3.00pm	Topic Learning Time 	Login to Microsoft Teams Drop in session for support. Topic Activity
3.00pm – 3.30pm	Help Time	Teachers will respond to questions during this time.

Allocated Time Total = at least 4.5 hours of learning

Activities set are mindful of a pupil's age. Older children will be expected to take part in more tasks during their learning time where they can independently apply their knowledge, skills and understanding. Younger children, especially in EYFS, may be given activities to support them in developing skills.

Engagement and Assessment

Teachers will monitor how frequently pupils are accessing and engaging in their remote learning throughout the day, including how many sessions they have attended, the follow tasks that have been completed and how they have accessed their allocated work on apps. If any concerns are raised, staff will make phone calls home to check and offer support.

Teachers will feedback verbally within the lesson and give feedback on the work returned throughout the day, such as with quiz scores or comments on the returned tasks.

Barriers to Learning			
Barrier	Considerations	Solution	Contact
Technology	<ul style="list-style-type: none"> • Devices owned • Device availability • Devices shared • Device reliability 	Device hire from school Paper based workbooks & projects	School office
Bandwidth	<ul style="list-style-type: none"> • Internet access • Connection reliability • Connection speed 	Increased mobile data or broadband vouchers Paper based workbooks & projects	School office
Space	<ul style="list-style-type: none"> • Home learning environment • Private space • Conflicting activities 	Wellbeing calls Teaching effective learning conditions.	Class teacher
Emotional Needs	<ul style="list-style-type: none"> • Pupil stress • Family situation • Emotional readiness 	Wellbeing calls.	Class teacher Worry box
Electives	<ul style="list-style-type: none"> • Subject motivation • Range of subjects • Subject preferences • Non-core subject availability 	A broad and balanced curriculum.	Class teacher
Other Demands	<ul style="list-style-type: none"> • Household jobs • Caring for relatives • Illness 	Wellbeing calls. Tailored work for individuals.	Class teacher
Digital Safeguarding	<ul style="list-style-type: none"> • Greater access to technology • Increased risks 	Teaching and reminding of risks regularly.	Class teacher Worry box
Parent Understanding	<ul style="list-style-type: none"> • Unable to support their child due to lack of understanding. • Unable to support due to lack of time. 	Training Videos Information Sheets Home learning support	Class teacher Computing Lead
Motivation	<ul style="list-style-type: none"> • Pupils lack motivation to work at home. • Parents lack motivation to encourage pupils to work. 	Teacher encouragement A broad and balanced curriculum. Reward systems.	Class teacher

Inclusion

Personalised live lessons with support staff will be provided for SEND pupils who have allocated support time.

Remote interventions and precision teaching for groups of pupils with support staff to provide additional modelling.

The school will ensure there are learning opportunities available to all pupils, regardless of their barriers and support families in order for pupils to achieve the best they can.

Response to Concerns

Frequently Asked Questions/Concerns	
Why are you doing live lessons and recorded lessons?	To ensure that pupils can access learning throughout the day and when they can. Having opportunities for pupils to access the live lessons means that teachers can check in on learning and provide live feedback, as well as giving the opportunity for class discussion and collaboration. This will also support in having some routine and structure to the day.
You are sending too much work home.	Compared to remote learning previously, it is now a Government expectation that it matches in-school provision as closely as possible so that it does not have a larger impact on your child's learning. We have allocated 4.5 hours of work which can be done at any point during the day. If you need support with the work, the teacher is available during the live session times and at the end of the day to ensure that pupils are engaging in their learning.
My child is having too much screen time.	We have ensured a mix of technology based learning as well as off screen time. Some activities will just need pen and paper and a photo of the work uploaded to ClassDojo is great for the class teacher to see. We know that it important to limit the time children spend on devices and we have done our best to limit exposure to potential risks. Be sure to encourage regular breaks and ensure technology is only be used to do work.
I don't understand the way the teacher is teaching,	The class teacher uses their professional knowledge to set the work best suited to your child and their learning needs and these teaching approaches are also in line with school the school policies and curriculum. These have been adapted to allow for remote learning and pupils have needed to adapt to this. Teachers have been developing their skills to ensure that this can happen. If you are unsure about something, please speak to your child's class teacher, who may be able to help you in supporting your child best at home.
I have not had a response back from my child's teacher.	Teachers have allocated time slots to respond to queries. During the teaching time, they will be teaching so only able to respond to questions in person during live session. They may be able to respond during independent learning time. However, they will also be monitoring learning and giving feedback. At the end of the day, the teacher has allocated some time to respond to questions and give help.

Bantock Primary School Elements of Remote Learning

- Learning and activities are designed to provide modelling and independent learning with a blended approach.

Pedagogy



- Differentiated work. Accessibility features for some resources. Individualised support for SEND pupils.

SEND Provision



- Procedures are widely understood and updated. Online behaviours are taught.

Safeguarding



- Microsoft Teams, amongst other resources are used as Bantock's Learning System. Support for pupils with barriers to remote learning, including those that are disadvantaged.

Infrastructure



- Checking learning regularly. Using quizzes, group discussions, activities to match content. Feedback is provided through learning systems

Feedback and Assessment



- Resources shared to support parents, pupils and staff. Communication is encouraged.

Wellbeing

