

Bexton Remote Learning Offer during January Lockdown

1. A weekly suggested timetable that provides direction for pupils 9-12am & 1-3pm

The timetable is a suggestion and parents are able to organise their day to suit work/ family commitments.

2. A pre-recorded English and maths video uploaded by 9am each morning

Parents have requested that activities are uploaded the previous evening to support them to organise themselves. This will happen from 11th January.

3. Activities for English and maths that will offer support and challenge for all children. If this work is submitted within 24 hours this will be checked by the teacher

4. A wider curriculum activity (optional for the children to complete)

5. Included on the weekly timetable times for online activities such as Spelling Shed, Times Table Rock Stars, My Maths, Education City & Reading Eggs

6. The opportunity to contact the teacher through a chat function throughout the school day.

7. Daily class video calls during the week. For younger children this will be a story, for older children this will be feedback or a catch-up session

8. If children are struggling with the work parents can request support from the school or one of the senior leadership team will call home to offer support

If parents need further support, please privately contact the class teachers on the year group email addresses below:

Receptionclasses@bexton.cheshire.sch.uk

Year1classes@bexton.cheshire.sch.uk

Year2classes@bexton.cheshire.sch.uk

Year3classes@bexton.cheshire.sch.uk

Year4classes@bexton.cheshire.sch.uk

Year5classes@bexton.cheshire.sch.uk

Year6classes@bexton.cheshire.sch.uk

DFE Expectations for Remote Learning & how Bexton's offer matches it:

<p>The amount of remote education provided should be, as a minimum:</p> <ul style="list-style-type: none"> • Key Stage 1: 3 hours a day on average across the cohort, with less for younger children • Key Stage 2: 4 hours a day 	<p>The year group suggested timetables meet the required time allocations.</p>
<p>Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum</p>	<p>Pre-recorded videos available each day are teaching the curriculum. These videos are recorded by Bexton Primary School teachers</p>
<p>Select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use.</p>	<p>The school is using Microsoft Teams platform to allow children to submit, receive feedback and have live face to face sessions.</p>
<p>Overcome barriers to digital access for pupils by:</p> <ul style="list-style-type: none"> -distributing school-owned laptops accompanied by a user agreement or contract -providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work. 	<p>School-owned laptops have been distributed to families who have struggled to access the online content. Paper packs have been offered, but we now have all children accessing the online content or are in school receiving face to face teaching in school.</p>
<p>It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.</p>	<p>School has firstly offered equipment to those families struggling to access content. This will continue to be monitored and children will be offered a place if required.</p>
<p>Have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern</p>	<p>Children submit their work each day. The work is marked and live feedback sessions are also run in KS2 to give feedback on work submitted.</p>
<p>Identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education</p>	<p>Mrs Jill Sach is the lead teacher on the remote learning plan. She has ensured all staff have been trained in Microsoft Teams, all children can access the online content and on a weekly basis monitors the engagement of each class.</p>
<p>Publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021.</p>	<p>Information for parents is available on our website. User guides and videos have also been provided to support parents accessing the online content.</p>
<p>Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school-led video content.</p>	<p>Class teachers are currently recording their own videos for English and maths. They are free to use Oak National Academy for the wider curriculum lessons.</p>
<p>Consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:</p> <ul style="list-style-type: none"> -providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources 	<p>The teacher recorded videos provide high quality explanations of new content.</p>

<ul style="list-style-type: none"> -providing opportunities for interactivity, including questioning, eliciting and reflective discussion -providing scaffolded practice and opportunities to apply new knowledge -enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate -using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge 	<p>Children/ parents can post comments or questions in the chat function and teachers are responding to this promptly throughout the school day.</p> <p>The assignments children are being set enable practice and applying new knowledge.</p> <p>Children are receiving daily feedback on their work and feedback is given in the whole class daily live sessions.</p> <p>The teachers are using the pre-recorded videos to teach their reduced provision children so are able to evaluate how the children in school are doing. They are also reviewing the work the children are submitting and adapting future tasks accordingly.</p>
<p>We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely. We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need.</p>	