

Bere Regis Primary & Pre-School

Southbrook, Bere Regis, Wareham, Dorset BH20 7DB

Tel: 01929 471334

email: office@bereregis.dorset.sch.uk

www.bereregis.dorset.sch.uk



Headteacher:
Mrs Rachael Brown

Remote Learning

Dear Parents,

I hope you have all had a lovely half term break. I apologise in advance for the length of this letter. However, it contains important information to support your child's learning over the following few months.

As we continue to be in the midst of the coronavirus pandemic, schools have been asked to plan for remote learning for pupils in the event of a class, group or a small number of pupils needing to self-isolate, or local restrictions requiring pupils to remain at home.

Over the last few weeks, we have been planning the provision we will provide for your children if/when this happens. Staff have put a lot of time and thought into this provision so that we can continue to support the children's ongoing learning whilst at home. The table below aims to provide you with a clear picture of what you can expect in each scenario we may face.

1. Temporary Short-Term Individual Provision

e.g. Children who are well but are absent for a few days awaiting test results for another household member or children who are sent home from school to be tested as they are displaying symptoms.

What to expect:

- A physical pack that covers the basics e.g. handwriting practice, spelling, reading comprehension materials and times table activities from the times table library. Please discuss the best way for us to get this to you with the office staff.
- Your child's weekly home-learning tasks, set by their teacher - (Spelling Shed, TT Rockstars, Mangahigh, Reading Planet etc.) School will ensure all pupils have the correct log in details in their reading diaries.
- To focus on your child's key skills. Refer to your child's key-skills document (in the reading diary), which will be regularly updated to ensure you know what to focus on.

2. Planned Bubble / Group Provision

E.g. Child / adult tests positive therefore bubble / group forced to self-isolate for 14 days.

What to expect:

- A physical pack containing a two-week 'choosing board' working to the same standards we set in the summer term (a reminder of how to use the choosing boards is below) with enough content for a two-week period. Please discuss the best way for us to get this to you with the office staff. This will include all linked resources you will need to complete the activities. Videos made by the teachers will be included.
- The class teacher will create a short (3-5 min max) video to be watched at home on the first day, briefly going over the choosing board (an electronic link to this will be provided within 'musts' on the choosing board). This will also be shared via the class email account (see below for further information).
- In KS2, the bulk of the activities should be able to be completed by the child, using their choosing board, without the need for adult support. In EYFS and Year 1/2, some adult support will be needed.
- Daily contact with the class teacher (links via Teams, email or social media) e.g. to brief the children, check in with them or to read a story.
- Opportunities within the choosing boards for the class teacher to assess your child's progress e.g. through

Teams quizzes or a Kahoot quiz, monitoring of Mangahigh, Spelling Shed, Reading Planet and for them to feedback to children.

- Opportunities for you to share your child's work and to receive feedback e.g. a post on social media for you to reply to, an email via class email address or through Teams. For EYFS this may also be done through Tapestry.

3. Tailored Remote Provision

E.g. Individual children absent for 14 days+ e.g. for self-isolation

What to expect:

- Contact from your child's class teacher at the beginning of this period outlining the provision in place for your child.
- An individualised paper pack for children containing resources to support basic skills e.g. handwriting practice, reading comprehension, spelling and times tables. Please discuss with the office staff, the best way for us to get this to you.
- To be signposted to [Oak National Academy](#) and other resources (e.g. BBC Bitesize), if appropriate, to support children to follow the work their classmates are completing in school.
- Any useful resources that have been used in school during the day e.g. PowerPoint slides to introduce a topic lesson and accompanying worksheets will be sent home via email or Teams after the school day so that the children can complete them the following day (i.e. children will work a day behind).
- Regular contact (at the beginning and end of each week) with the class teacher e.g. via a phone call, email or Tapestry for EYFS, to check in with your child and to provide feedback on work completed.
- Opportunities for the class teacher to assess your child's progress through monitoring of Mangahigh, Spelling Shed, Reading Planet and for them to feedback to children.
- Opportunities for you to share your child's work and to receive feedback e.g. a post on social media for you to reply to, an email via class email address or through Teams. For EYFS this may also be done through Tapestry.

In order to support children's remote learning provision, we have set up the following systems:

- School social media pages have been set up as a method of instant communication and engagement for use by school staff. We hope to share children's successes and provide regular updates about what is happening in school.
- A new home-learning page has been created on the school website with links to all the learning platforms we subscribe to and others which will help children to practise their key skills.
- We have created an instructional video regarding effective use of the key skills document, which has been published on school website in the Home Learning tab and can also be found directly here: https://youtu.be/6MEOR_vONkM .
- Email accounts for each class e.g. studlandclass@bereregis.dorset.sch.uk have been set up for ease of communication directly with the class teacher, during a 14-day period of absence.
- MS Teams is being set up for school staff to use. Some of you may have experience of this, particularly if you have older children. We will not be using this as our primary method of communication at the moment until all staff have received training in the system and we are sure that it provides an appropriate way of communicating to everyone (we are aware that not everyone has good broadband connectivity)
- Please can we ask ALL FAMILILES to complete the following Google survey within the next week (by Wednesday 18th November) to let us know what access to technology is like in

your home <https://forms.gle/WYeWAttrw7oPydWNR8> . We hope to provide a laptop and/or an iPad to any family without current access.

How to use the choosing boards:

The design of the 'choosing board' style of home-learning has been very carefully considered and is firmly rooted in the following aims:

- Ensure children continue to develop the **key skills** needed to succeed in life and to aid their learning in other subjects;
- Provide ways in which children can learn and practise key skills independently (without any or little adult support);
- Provide practical activities, accessible to all, to enrich learning;
- Provide a variety of learning opportunities, which **may** be completed without any expectation for parents to plan or prepare their own activities;
- Encourage our children to stay fit and healthy; taking part in some regular daily exercise;
- Providing some regular contact or interaction with their class teacher/s via class story or learning videos;
- Provide opportunities for children to develop their interests and research topic work further;
- Encourage 'family time' activities; supporting the mental health and wellbeing of our children and parents.

The **MUST** section of the choosing board is purely focussed on the key skills children need to learn. Spend a portion of every weekday working on your child's key skills; how long it takes is up to you and your child to decide. You might choose 30 minutes a day; you might choose a few hours another day – I would recommend spending on average an hour a day on this section. The **key skills document** (in your child's reading diary) illustrates the vital (life) skills and learning for children during each school year and should be the **main focus** of any home learning. They are skills which can be practised at home either with the resources we have provided or with items you have at home. It is up to you how you combine the skills and the resources to best effect; prioritise the skills that need the most work (not the ones they like) and try to vary what you use. Aim for your child to achieve the **whole row** of their current year group by the end of the school year and, if you can, begin work on getting ahead to next year.

The **SHOULD** section of the choosing board will typically contain a topic (science, geography, R.E etc), maths, reading, P.E or 'family time' activity. Children should select a couple of these to complete each week. Included in this section, there may be links to teachers YouTube videos (for class stories or to give instructions); the teachers have been working hard to create these in order to help them keep in contact with the children. There will also be links to online learning videos, games, reading and activities. The document is interactive so children will need to click on links (you can spot them because they are underlined) within it on either a computer, tablet or phone.

The **COULD** section will also contain a range of suggested activities. I must reiterate however, that this section is what it says, activities that you could choose to complete with your child; you are not expected to do so.

The **SHOULD** and **COULD** sections of the choosing boards, if all sections are completed thoroughly, should provide your child with approximately 30 hours of learning over the two school weeks.

I hope that this clarifies the remote-learning provision you can expect to receive for your child should they need to be absent from school, due to the scenarios above. If you do have any questions, please do not hesitate to call or email the school office.

Thank you all for your continued support.

Yours sincerely,

A handwritten signature in dark blue ink that reads "Rachael Brown". The signature is written in a cursive style with a large initial 'R'.

Rachael Brown
Headteacher