

# Bere Regis Primary & Pre-School

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Headteacher:  
Mrs Rachael Brown

## Remote Learning – Academic Year 2021-2022

Dear Parents,

For the remainder of this academic year, schools have been asked to plan, and be prepared for the provision of remote learning for pupils in the event of an individual, or a small number of pupils needing to self-isolate, or local restrictions requiring pupils to remain at home.

Remote learning should be equal in length to the minimum number of hours of core learning each day:

In Reception and Key Stage One – 3 hours per day.

In Key Stage Two – 4 hours per day.

We have been reviewing the provision we will provide for your children if/ when this happens, in the light of the new regulations regarding self-isolation. 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 (up to 2 days)

*e.g. Children who are displaying symptoms or have had a positive LFD test - They will be absent as they await PCR test results.*

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, Duolingo 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. Tailored Remote Provision

*E.g. Individual children absent for up to 10 days e.g. for self-isolation following a positive PCR test.*

What to expect:

- Contact from a member of the class team (Teacher or TA) at the beginning of this period outlining the provision in place for your child.
- Regular contact (at least three times) 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. an email or through MS Teams. For EYFS this may also be done through Tapestry.
- In KS2, the bulk of the activities should be able to be completed by the child, without the need for adult support. In EYFS and Year 1/2, some adult support will be needed.

- 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.
- For children from Year 2 onwards: Remote learning will be set on MS Teams for your child each evening, to be completed by the end of the following day. This will follow, as much as possible, the learning the class have completed that day (i.e. children will work a day behind). We may include instructional videos from a teacher, high quality links to resources such as BBC Bitesize and Oak Academy, where appropriate and any useful resources that have been used in school during the day e.g. PowerPoint slides to introduce a topic lesson and accompanying worksheets.
  - We may also include an individualised (i.e. set at the level they are working at) paper pack for some children containing resources to support basic skills e.g. handwriting practice, reading books, counting etc if appropriate.
- For children in Reception class and Year one: Remote learning will be set in a similar way to previous periods of school closure (Please discuss with the office staff, the best way for us to get this to you.)
  - A physical pack containing a 'choosing board' (a reminder of how to use the choosing boards is below) with enough content for a ten-day isolation 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.
  - Within this there will also be an individualised (i.e. set at the level they are working at) paper pack for children containing resources to support basic skills e.g. handwriting practice, reading, counting etc.

### 3. Class Provision

*E.g. In the unusual event that we are forced to close a class due to staffing or when following public health advice.*

What to expect:

- Daily contact with a member of the class team (links via MS Teams or class email) e.g. to brief the children, check in with them or to read a story.
- A phone call from the school support team, to check on your child's well-being.

As above, the learning set will be:

- For children from Year 2 onwards: Remote learning will be set on MS Teams each evening, to be completed by the end of the following day.
  - This will follow, as much as possible, the learning the class would have completed in school. We may include instructional videos from their class teacher, high quality links to resources such as BBC Bitesize and Oak Academy, where appropriate and any useful resources e.g. PowerPoint slides to introduce a topic lesson and accompanying worksheets.
  - We may also include an individualised (i.e. set at the level they are working at) paper pack for some children containing resources to support basic skills e.g. handwriting practice, reading books, counting etc if appropriate.
- For children in Reception class and Year one: Remote learning will be set in a similar way to previous periods of school closure (Please discuss with the office staff, the best way for us to get this to you.):
  - A physical pack containing a 'choosing board' (a reminder of how to use the choosing boards is below) with enough content for a ten-day isolation 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.
- - Within this there will also be an individualised (i.e. set at the level they are working at) paper pack for children containing resources to support basic skills e.g. handwriting practice, reading books, counting etc

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 (5 hours per week) 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. This section is what it says, activities that you could choose to complete with your child; you are not expected to do them all.

The **SHOULD** and **COULD** sections of the choosing boards, if all sections are completed thoroughly, should provide your child with approximately 25 hours of learning over the ten-day period.

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

- A 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](https://youtu.be/6MEOR_vONkM) .
- Families are encouraged to ask questions and submit work for feedback through the class email addresses. In Tyneham class (reception) and the pre-school, this communication should continue to be through Tapestry.
- Email accounts for each class have been set up for ease of communication directly with the class teacher. These should only be used during scenario 2 or 3 (a 10-day period of isolation or class closure) as they will not be ordinarily monitored on a regular basis.

Studland [studlandclass@bereregis.dorset.sch.uk](mailto:studlandclass@bereregis.dorset.sch.uk)

Kimmeridge [kimmeridgeclass@bereregis.dorset.sch.uk](mailto:kimmeridgeclass@bereregis.dorset.sch.uk)

Jurassic [jurassicclass@bereregis.dorset.sch.uk](mailto:jurassicclass@bereregis.dorset.sch.uk)

- Although MS Teams has been set up for school staff to use, we are experiencing some technical difficulties with it at the moment. Therefore, until otherwise informed, we will be using the class email addresses as our primary method of communication.
- Please let us know if you have any issues with connectivity or are lacking devices for your children. We hope to provide a laptop and/or an iPad to any family without current access.

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,



Rachael Brown  
Headteacher