



Bere Regis Primary and Pre-school – Remote Learning

Remote learning provision in the case of partial school closure

Aims:

The main aim for our remote learning provision is to enable families at home to inspire learning but to avoid overwhelming them. We must allow families to prioritise and feel supported by us. We want children to focus mostly on key skills so that they are well prepared for their return to school. We aim to present a range of subjects and activities, all of which can be led by children or their parents with relative ease and have a focus on hands on, real experiences. We want children and their parents to feel that learning continues to be driven by their teacher (the personal touch). We want our choosing boards to function well for learning both in and out of school, to enable parity of curriculum and provide genuine depth of learning.

Resources:

- We send home a physical pack each half term containing resources associated with a weekly 'choosing board'. There is no requirement for families to provide anything in addition to these packs, nor to print anything at home.
- All children are provided with a key skills document, which is normally reviewed with teachers; the primary push of remote learning should be a focus on these key skills (<http://www.bereregis.dorset.sch.uk/wp-content/uploads/2020/09/Key-Skills-Progression-Sept-2020.pdf>)
- Choosing boards include a varied selection of prioritised tasks to choose from. They include at least 20 hours of learning per week in Key Stage 2 and 15 in Key Stage 1 and the Early Years. We include at least one instructional video from a teacher, as well as story and stimulus videos. We use high quality links to resources such as BBC Bitesize and Oak Academy, where appropriate.
- The choosing boards are laid out to include:
 - a 'must' section, which remains very similar each week, with a total focus on key skills as well as watching the weekly Monday Motivation video (to be watched at home on the first day, promoting use of the board and sharing a timetable that can be completed so that families can work to their own schedule; there is an [explanation video here](#) for the key skills document
 - a 'should' section will include 3-4 boxes of core subjects, including a maths box and at least one topic box
 - a 'could' section will include 3-4 boxes of other subjects (eg PSHE, problem solving, French, music etc.), and PE every week, where we present three lessons per week for the whole school.
- Within sections of the choosing boards, there will be options and progressive steps for children to carry out; these might include written output, quizzes, online games etc. There will also be opportunities for teacher assessment, either through signposted assessment points ('please send a picture of your work') or through a quiz or online platform task, for example. This allows teachers to set work at the appropriate level.
- Choosing boards and the key skills document makes reference to our bank of online platforms. We make use of MangaHigh, Spelling Shed, Read Theory (KS2), Reading Planet



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(KS1 and some KS2), Numbots (KS1), TT Rockstars (KS1 and 2) Duolingo (KS2). Sometimes we refer to these platforms within the tasks on the choosing boards. Sometimes, they will be accessed purely within the key skills provision.

- 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 Key Stage 1, some adult support will be needed.

Technology:

All our families have been asked about their internet, hardware and software resources in order that we can support them. We have provided laptops and iPads to families, as well as an internet booster. We continue to encourage families to come forward if we can help with any of these resources.

Communication:

- Families are encouraged to ask questions and submit work for feedback through the school Facebook page or through class email addresses. In Tyneham class (reception) and the pre-school, this communication should continue to be through Tapestry.

Studland studlandclass@bereregis.dorset.sch.uk

Kimmeridge kimmeridgeclass@bereregis.dorset.sch.uk

Jurassic jurassicclass@bereregis.dorset.sch.uk

P.E pe@bereregis.dorset.sch.uk

- Members of staff (mostly TAs) will make a call to each family at least fortnightly, and usually weekly.
- We will monitor children's use of online platforms, work submitted and our other communications and get in touch if we are concerned that children are not accessing their learning to find out how we can best support our families.

Community:

- We hold a weekly celebration assembly on Fridays at 9.30 through either Zoom or YouTube (this may move to Teams in the near future) that will be recorded and shared on [Mrs. Brown's YouTube Channel](#).
- Mr Cooper provides two recorded PE lessons each week via his YouTube channel here [Mr Cooper's PE](#).
- There are weekly recorded assemblies led by teachers for the whole school community; some additional assemblies are also provided by our parish vicar, Reverend Sandra. These are signposted on the choosing boards.

Development:



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We are very proud of the provision we have designed for remote learning and those children learning in school, but we are always looking to improve and meet the needs of our children, parents and staff in the very best ways we can.

We sought views from parents in mid-January on our remote learning offer and what our next steps might be. There was a great deal of positivity around our choosing boards, the provision of physical packs and the online platforms. Parents also enjoyed some live opportunities through assemblies and the potential for small groups lessons, but were generally wary of live lessons becoming dominant, as this might limit our inclusivity. We agree with this point of view.

Staff are undergoing training for Teams, an online platform that might allow us to streamline some of our provision and could also enable some optional 'check ins' with teachers. We will keep families updated as to how this develops.