



## Information About Remote Learning During School Closure

This document provides information about the provision for pupils' education during the period when pupils are required to work from home, from Monday 18<sup>th</sup> January 2021.

In order to facilitate these measures, we have supplied a variety of resources to children, including:

- Stationery
- Exercise books
- 'Power Maths' exercise books with structured activities
- Spelling resources
- Class text novels
- Additional structured resources (e.g. handwriting sheets, fraction walls, phonic cards)
- Logins for Microsoft Teams and guides for how to access this software
- Laptops and tablets

### Principles

- We will continue to teach the same curriculum remotely as we do for pupils in school, with all pupils completing the same core lessons across the curriculum.
- Pupils will continue to access the full range of curriculum subjects as they do when at school with the exception of French.
- A focus remains on English and Maths learning in order to ensure that pupils do not fall behind in key skills.
- We will continue to follow the same curriculum sequence across all subject areas wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example: in art changes will have to be made due to access to specific resources not being available at home; P.E. activities will alter due to collaborative activities not being possible; music coverage requires alteration as instruments are not available.
- We will aim to balance online activities based around use of technology with activities which involve recording learning on paper, active learning and physical movement.

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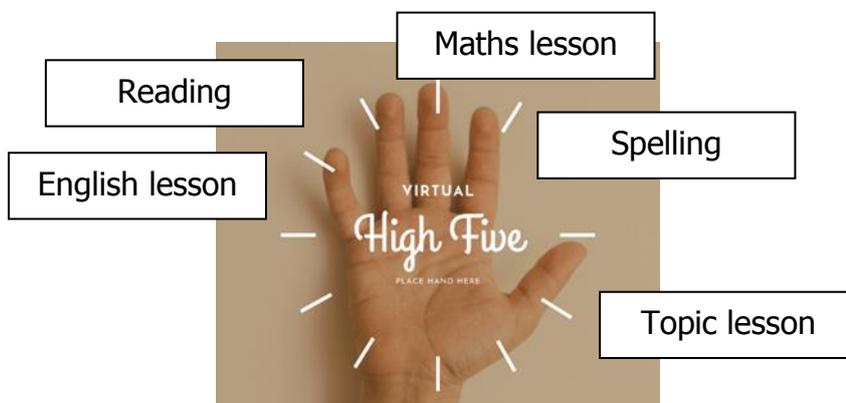
## What we expect

Children should complete learning remotely for a minimum of 4 hours in Key Stage 2 (Years 3, 4, 5 and 6), 3 hours in Key Stage 1 (Years 1 and 2) and 2.5 hours for children in EYFS (Reception).

In EYFS, daily activities will be posted through online videos. These will be focused on the key areas of the EYFS framework, including Literacy, Mathematics, communication and language and understanding of the world. Children have been provided with a range of physical resources to use at home to support their learning. Videos will be posted on Tapestry where possible, in order to allow for effective communication between school and home. Should it not be possible to post videos on the Tapestry platform, videos will be posted and shared with families on YouTube.

In Years 1-6, there are 5 elements per day that children must complete:

- 1 English lesson (2 grammar lessons, 2 writing lessons and 1 reading lesson per week)
- 1 Maths lesson (for some areas of Maths 2 different lessons will be supplied to cater for ability)
- 1 Topic lesson (linked to the children's learning project for this half term in Science, History, Geography, D.T. and Art / Computing / Citizenship)
- 1 spelling activity
- 1 reading activity (based on the class text)



We will also supply additional Music, P.E. and Well-being activities for the children to access.

The 3 daily lessons are accessed through Microsoft Teams. The children are assigned into a Team for their year group for access. Lessons are accessed through individual assignments within this platform where children can access resources (including video input, documentation and relevant links) and hand in their learning, either through completion online or through a photograph of their work.

A weekly learning sheet will also be provided to all families in order to provide an overview of the curriculum for the week. This will be e-mailed to each family and available on the website.

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### Utilising a range of resources

Pupils will have access to a range of resources and learning approaches:

- Online lessons with recorded teaching and guidance from a teacher from the year group
- Recorded teaching from educators outside of Bayside Academy (e.g. Oak National Academy lessons)
- Printed paper packs produced by teachers (e.g. structured spelling books and handwriting resources)
- Whole class reading books to share as a class
- Signposting to websites providing instruction and information across the curriculum
- Specific physical resources (e.g. fraction wall, phonics chart)

### Supporting all pupils

We continue to be committed to inclusive learning with access to appropriate learning for all pupils. Differentiation is built into our online lessons through differentiated activities and, particularly in Maths, different lessons. We have also provided additional physical resources for individual pupils or small groups to support their needs.

Pupils with EHCPs have all been offered a place in school but those who are staying at home due to individual circumstance have been provided with personal resources and are contacted more frequently, including by our SEN lead, to support their learning.

Children in EYFS access their learning primarily through Tapestry, where parents are familiar with the processes of both communicating with school and recording progress. The videos that enable learning follow similar approaches to those in school in order for the children to feel more comfortable to complete the relevant activities successfully.

### Feedback

Feedback is provided to pupils directly through Teams to the pupils. The work that they submit for each assignment will be marked using the same process as at school (one, two or three ticks) and additional feedback will be provided as appropriate. This feedback will usually be provided on the same day, but in certain circumstances may take a little longer.

Additionally, pupils have the opportunity to access direct feedback through Purple Mash email, which is checked daily by class teachers, and via phone call when requested.

### Expectations

We maintain our mantra of 'High Expectations Lead to High Achievers'. We expect for all children to complete the daily lessons, reading and spelling to the best of their ability and to ask for support if they require it.

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We will monitor the learning completed by the children on a daily basis and follow up on pupils not engaging via phone calls home in the first instance, following non-completion of work during the week. Should we have further concerns about non-engagement we will discuss these with all relevant agencies in order to support the children to continue to learn.

### Routine

We consider that clear routines and a timetable for the school day supports pupils to complete their home learning to the best of their ability. For example:

9:00 – 9:30	9:30 – 10:30	10:30 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 2:00	2:00 – 2:30	2:30 – 3:15
Spelling / Phonics	English lesson	Break	Maths	Lunch	Topic	Reading	P.E. activity

Each element of this timetable is supported by resources found within Teams and the weekly summary sheet provided to families.

### Gaining online access

We have distributed a large number of laptops and tablets in order for the children to access learning online. These devices are issued on the basis of a signed agreement with the school in order to ensure appropriate and safe usage. We have also provided data SIM cards and Wi-fi dongles to households who have no access to Wi-fi.

By taking these measures, through weekly communication with families (through text, email and phone calls) and specific targeted support for families who find it difficult to access the online systems, we have managed to ensure that all pupils are able to access home learning online. Should any pupils not be able to access and we feel it is appropriate, we may offer a place at school in a small group bubble. Alternatively, we may provide learning on paper.

### Self-isolation

For pupils isolating at home whilst others are in school learning, we will set the learning from the school day into their online Team to complete. This will include the resources used in class during the lesson and guidance on how to complete, including access to resources used to teach the subject in class. 3-4 lessons will be provided, in keeping with provision in school, and the work will be marked in the same way as for full closure.

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