



Ralph Butterfield Primary School Remote Education Plan – Updated February 2024



Ralph Butterfield Primary School knows that there has been much disruption to children's education as a result of the Covid-19 pandemic and is committed to ensuring that all children continue to receive a quality education should the need for remote learning arise.

In the event that it is not possible, or is contrary to government guidance, for some or all pupils to attend school and a child is well enough to receive school work, Ralph Butterfield Primary School may make remote education provision available and accessible to all. This provision is only as a last resort when the alternative would be no education, and only after it has been established that the pupil is, or will be, absent from school. If a child is too ill to engage in learning, then they should not be expected to engage in home learning.

In order to ensure that learning is continued, Ralph Butterfield Primary School has developed the following remote education plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources.

Scenarios where remote education may be considered

Circumstances where it might not be possible for pupils to receive in person education fit into two broad categories:

- Individual cases where a pupil is unable to attend school but is able to learn.
- School closures or restrictions on attendance, where school access for pupils is restricted.

This plan may be applied in the following circumstances:

1. An individual short-term absence e.g. pupils recovering from short term infectious illnesses, pupils preparing for or recovering from some operations, or pupils recovering from injuries where attendance might inhibit recovery. A child must be well recovered from an illness/operation/injury prior to attempting remote education.
2. In some exceptional cases, and on a case-by-case basis, where a pupil whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue.
3. A class/es or whole school closure in response to Public Health or Government directive.

Remote education is not viewed as an equal alternative to attendance in school, and providing remote education during a pupil's absence does not reduce the importance of bringing that absence to an end as soon as possible. In the limited circumstances when the school decides to use remote education for individual pupils when they are absent, the following will be considered:

- Ensuring mutual agreement of remote education by the school, parents or carers, potentially pupils, and if appropriate a relevant medical professional. If the pupil has an Education, Health and Care plan or has a social worker, the local authority will also be involved in the decision.
- Where remote education is being used as part of a plan to reintegrate back to school, putting a formal arrangement in place to review its efficacy regularly, alongside identifying what other support and flexibilities can be put in place to help ease the pupil back to school at the earliest opportunity.
- Setting a time limit within which the period of remote education provision should be reviewed, with the aim that the pupil returns to in person education with the required support in place to meet their needs.

The plan complies with the expectations and principles outlined in the DFE documents

<https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools>

When implementing strategies to support pupils' remote learning, or supporting parents/carers to do this, key things to consider include:

- Teaching quality is more important than how lessons are delivered (there is no evidence that live online lessons are of any advantage over pre-recorded lessons)
- Ensuring access to technology is key, especially for disadvantaged pupils
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

For further information visit <https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely> .

Software and online platforms

Within all plans, teachers will set appropriate work in-line with our long- and medium-term plans that are part of our current curriculum that meets the objectives from the National Curriculum. This primarily will be supplemented by a range of resources provided by Oak Academy and White Rose Maths.

Oak Academy has been selected to support remote learning for a number of reasons. The Oak Academy lessons are in-line with our teaching ethos – they encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support.

White Rose Maths resources will be used, where appropriate, as they are matched to our current maths curriculum model.

Serial Mash, Phonics Play, and TT Rockstars will all be utilised to support the acquisition and retention of basic core skills.

Our approach includes a blend of paper resources and resources available through online learning platforms. In preparation for home-learning, parents and children need to receive logins and passwords for the following platforms:

- Purple Mash
- Serial Mash
- TT Rockstars/Numbots
- NESSY – (already distributed to individuals)

Support for a child(ren) who does not have digital or online access at home

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Parents/carers know to contact school via email or telephone to discuss issues around devices. Devices lent out will be prepared for home use by the school's service provider SMD and should be collected from the school office. Parents/carers will need to sign a 'Device Loan Agreement' when borrowing a school device.
- Parents/carers know to contact school via email or telephone to discuss issues around any printed materials needed if they do not have online access. Paper copies provided can be collected from the school office.

Example weekly and daily timetable for KS1/KS2

Monday	Tuesday	Wednesday	Thursday	Friday
Maths Lesson	Maths Lesson	Maths Lesson	Maths Lesson	Maths Lesson
English Lesson	English Lesson	English Lesson	English Lesson	English Lesson
Non - core activity (could be Science/History/ Geography/RE/PE/ French	Non - core activity (could be Science/History/ Geography/RE/PE/ French	Non - core activity (could be Science/History/ Geography/RE/PE/ French	Non - core activity (could be Science/History/ Geography/RE/PE/ French	Non - core activity (could be Science/History/ Geography/RE/PE/ French
Spellings/phonics and reading	Spellings/phonics and reading	Spellings/phonics and reading	Spellings/phonics and reading	Spellings/phonics and reading
Time	Suggested activity		Ideas	
9.00 - 10.00	Maths lesson			
10.00 - 10.30	Exercise		If you have a dog, take it for a walk. Youtube exercise video – Joe Wicks, Yoga	
10.30 - 11.30	English lesson			
11.30 – 12.00	Creative time		Drawing, painting, learn to cook, sew, knit	
12.00	Lunch			
12.30	Chores		Create a list of 12 household jobs. Roll 2 dice and whatever number it makes tackle that household job first	
1.00 - 2.00	Topic lesson			
2.00-3.00	Spelling/phonics Reading			
3.00-4.00	Outdoor/Fresh air			

