

St Barnabas CE Primary School



Remote Education Provision: Information for Parents v 18.02.21

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

We will endeavour to provide our standard offer within 48 hours of being notified that pupils need to work at home.

By 9am on the first morning of home learning, parents and pupils will be informed of the learning expected during this time.

This is likely to be through links to nationally available banks of resources, websites and video lessons as described below:

- Practice of basic skills using the websites that they regularly use in school and for homework: TimesTables Rockstars; Numbots, Spelling Shed (usernames required)
- Lessons from the Oak Academy website.
- Daily reading of books that they already have at home or general online content
- Websites recommended on the Home Learning Page of our school website

If children are attending school at the time of notification of the move to home learning, we will endeavour to send each child home with a paper pack of learning covering 2 days of work.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

Yes. The learning will be relevant to their age and stage.

Learning during this time however is more likely to focus on revision of content that children have been taught earlier in the year rather than on brand new content.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

We aim that the work set should take pupils in Reception and Key Stage 1 broadly 3 hours each day and Key Stage 2 pupils 4 hours each day.

In order to help parents and pupils to organise the day, a weekly timetable will be sent out by 8:45am on a Monday setting out the lessons for the week and approximate times for each one. This will be posted on Clasdojo and added to KS2 pupils' Google Classroom.

We recognise that some pupils may complete the set work more quickly or more slowly than others. Teachers will signpost additional challenges for pupils who would like to complete more work in the time period. Additional activities can also be found on the [Remote Learning](#) page of our website.

Parents should let the class teacher know if their child cannot regularly complete all the work set in the time given. Advice and support will be given and learning adapted if necessary.

Accessing remote education

How will my child access any online remote education you are providing?

In Reception and Year 1 the online learning will be communicated through the parents' Clasdojo account. For children to access the online learning, parents will need to login to Clasdojo on the device that is being used by your child. The daily overview contains links to videos, websites and sets out follow up activities that children should complete.

Pupils in Year 2 to Year 6 should access the online learning through their own Google Classroom account. The work is posted to the children as assignments with instructions for completion. Children can also message the teacher to request help.

For all pupils, the online learning requirements for the day will be posted by 8:45am on the specific platform.

The weekly timetable, posted on a Monday, will set out the expectations for remote learning for the week, as well as any live sessions that are planned.

Children will be given their usernames and passwords for all the platforms and websites they are asked to use. Parents are asked to contact the class teacher or school office if they need a reminder of these details.

If my child does not have digital or online access at home, how will you support them to access remote education?

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:

We ask parents to let us know as soon as possible if children do not have digital or online access at home.

We will endeavour to loan pupils a suitable device (laptop or tablet) to access the online learning at home, subject to availability.

If there is a problem with connectivity at home (e.g. lack of broadband / data/ slow internet) we will endeavour to provide increased data allowance through the DfE 'Get help with Technology' scheme.

If the options above are not successful, we will provide paper packs of work or discuss whether your child should attend school (where appropriate).

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- live teaching by the class teacher
- pre-recorded teaching by the class teacher
- recorded teaching from recommended organisations (e.g. Oak National Academy , White Rose Maths)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- printed paper packs produced by teachers where necessary (e.g. workbooks, worksheets)
- reading books or text books sent home

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Assuming they are well enough to work, pupils are expected to:

- Complete all work set for them and submit work in the timescale requested. For most work, this will be on the day on which it has been set.
- Attend any live sessions that they are invited to
- Ask the teacher for help (through Google Classroom) if they are having difficulty with the work or have any questions about it
- Follow the rules in the protocols for live sessions.

Parents are expected to:

- Check Classdojo on a daily basis
- Be aware of the work that is being set for children on Google Classrooms
- Support children to access their learning and to send it in to the teacher. Parents are not expected to be the 'teachers'.
- In Nyong'o class: upload photos of the children's work onto Tapestry or Classdojo or let the teacher know how your child has done.
- In Attenborough (Y1): upload photos of children's practical work to Classdojo or let the teacher know how they have done.
- Give a clear message to children that they are expected to learn at home for the required time each day
- Follow the expectations in the protocols for live sessions

- Contact the class teacher or the school office as soon as possible if pupils have any difficulties accessing or completing the work set (including if they are unwell).
- (Where appropriate) Return completed paper packs of work to school and collect a new pack each week

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

We will try to maximise levels of pupil engagement by:

- Setting a variety of activities and subjects
- Ensuring that some of the teaching videos each week are led by the class teacher
- Setting work at the correct level of difficulty
- Sending supportive and encouraging messages
- Holding live sessions (daily for children in Y2 to Y6 / weekly for children in EYFS/Y1) which provide social interaction and a chance to praise children for their efforts
- Choosing children each week for a special mention in the Celebration Assembly video
- Celebrating children's achievements through the weekly newsletter on Fridays
- Organising the timetable so the same subjects take place at the same time for most children e.g. Art on Friday afternoons. This means that the whole family can take part in a similar activity.

Checking levels of engagement and informing parents

- Teachers will check the work that has been completed Google Classrooms and Clasdojo on a daily basis.
- If paper work has been provided, teachers will check that it has been completed each week.
- Teachers will record attendance at live sessions. Where children don't attend the daily check in meeting without a valid reason being given, we will phone parents to check on children's wellbeing and ask if further support is needed.
- Teachers will let individual parents know regularly about positive levels of engagement and work from their child
- If children have not completed any of the work set on a given day and parents have not informed school of any problems, school will contact parents the next day to follow this up.
- If children have not completed most of the work set over the course of a week, the class teacher will contact parents to discuss problems or additional support that may be needed.
- If concerns remain over engagement levels, a senior leader (Miss Curry / Ms

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

Our approach mirrors the approach to assessment and feedback used in class.

Teachers will assess children's work through their responses to the tasks they have been set, including through quizzes, worksheets, written work, photos of practical tasks. This information is then used to plan the next steps in learning

Children will be given feedback in a range of ways:

- Self-marked work where children can quickly see their success where they have made mistakes. This includes worksheets that reveal the answer once completed and websites such as TT Rockstars. Children are expected to think about why an answer was wrong and what they need to remember for next time. (Learning from mistakes)
- Individual comments from the class teacher on a specific piece of work. Individual written feedback will be given 1-2 times per week. This will focus on what the child has done well and how they could improve. In Year 2 to Year 6 work may be returned to the child to improve and re-submit.
- General whole class feedback. The teacher will let the class know general strengths and areas to improve. This may be given through a video, live session or written comment.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- The work set will be matched to the child's specific needs and targets. This may include shorter tasks, daily practice tasks, and different work to other children in the class.
- Children will be provided with additional resources to support their learning (e.g. word mats, ACE dictionaries, coloured overlays)
- Class teachers will monitor engagement and progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.
- Class teachers will have a weekly check-in with parents of SEND pupils and make adjustments / provide additional support as required
- The SENCO will monitor the learning for SEND pupils and will support class teachers to provide appropriate work.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

The tasks will be shared with parents via Class Dojo and in the form of paper packs, provided at least on a weekly basis until the pupil is able to return to school.

The paper packs will mirror (where possible) the teaching and learning activities happening in the class that week.

Class teachers will endeavour to send out work the day after absence is reported and will endeavour to provide video teaching of the relevant material.

Whilst waiting for individual material, pupils should access general activities from our Home Learning Section of the school website