BARLOWS PRIMARY SCHOOL

Remote Education
Information for Parents & Carers

Committee with oversight for this document	Curriculum Committee
Policy to be approved by the Curriculum Committee	January 2021
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Barlows Primary School
Remote Education Provision: Information for Parents & Carers

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?

The school will work hard to transfer pupils' learning online for remote learning as quick as possible, within two school days or sooner.
During this time, pupils will have access to the following learning resources:

The school will work hard to transfer pupils' learning online for remote learning as quick as possible, within two school days or sooner.
During this time, pupils will be directed to a combination of the online learning resources which include:

EYFS
- Letters and Sounds Phonics Videos
- Oak National Academy online lessons as directed
- Oxford Owl Online Library
- Sora (Virtual Library) – pupils will have access to a virtual library for reading.
- White Rose Math Lesson Videos and Resources, as directed.
- Additional on line learning resource videos linked to the current topics and areas of learning.

Key Stage 1

- Letters and Sounds Phonics Videos
- Oak National Academy online lessons as directed
- White Rose Math Lesson Videos and Resources, as directed.
- Oxford Owl Online Library
- Sora (Virtual Library) – pupils will have access to a virtual library for reading.
- Mathletics – work will be set via the Mathletics online platform for pupils to access. The work set will be in line with pupils' curriculum.
- Numbots - pupils will have access to Numbots mathematics activities
- Sora (Virtual Library) – pupils will have access to a virtual library for reading.
- Wordsmith – pupils may be allocated reading from the class text via Wordsmith online (Activelearn)
- Showbie

Key Stage 2
- Oak National Academy online lessons as directed
- White Rose Math Lesson Videos and Resources, as directed.
- Mathletics – work will be set via the Mathletics online platform for pupils to access. The work set will be in line with pupils' curriculum.
- TT Rockstars – pupils will have access to TT Rockstars
- Sora (Virtual Library) – pupils will have access to a virtual library for reading.
- Wordsmith – pupils may be allocated reading from the class text via Wordsmith online (Activelearn)
- Google Classroom

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?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in PE the curriculum may be adapted to focus on health and fitness, where the usual PE curriculum is not possible.

Pupils with SEND who receive 1:1 support will have learning activities tailored to their needs for online learning, as appropriate.

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:

EYFS	3 hours
Key Stage 1	3 hours
Key Stage 2	4 hours

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

Pupils will be provided with an online digital classroom (Google Classroom for Key Stage 2 and Showbie for EYFS and Key Stage 1), where their lesson instructions, videos, activities/tasks, marking and feedback will be based.

- Google Classroom – every child in Key Stage 2 has their own login to access Google Classroom, where lesson videos, links, instructions and activities will be provided daily. Children will also receive their marking and feedback here.
- Showbie – every child in Key Stage 1 and EYFS has their own login to access Showbie, where lesson videos, links, instructions and activities will be provided daily. Children will also receive t - heir marking and feedback here.

Children may be signposted to additional website resources through their online digital classroom including, but not limited to:

- TT Rockstars – children in Key Stage 1 and Key Stage 2 have logins for TT Rockstars where they can practice and improve their times tables fluency.

- Numbots - children in Key Stage 1 have logins for Numbots where they can practice and improve their addition and subtraction fluency.

- Mathletics – children in Key stage 1 and 2 have logins to access Mathletics activities set by their teacher.

- Readiwriter – children in Key Stages 1 and 2 have logins to access Readiwriter to strengthen their spelling and vocabulary.

- Sora – children in all year groups have logins to access to SORA, an online virtual library where they are encouraged to choose books to read for pleasure.

- Oxford Owl – all children have class logins to access individual, group and class reading books set by the teacher.

- Wordsmith (Active Learn) – children in Y1 to Y6 have logins to access high quality texts, as directed by their teacher, as part of their English lessons.

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:

All families are provided with access to an online survey to complete via ParentMail.
This enables parents to indicate the number of pupils they have attending the school and number of appropriate devices they have and require, in order for their children to access remote learning. Parents can also indicate if they do not have access to an internet connection for remote learning.

The school will use this information to allocate and source further devices where possible to families in need.

Device access will also be followed up as part of our weekly welfare calls.
Teachers will monitor the work submitted via the online classrooms. Where children do not appear to be engaging in learning tasks or submitting work, this will be followed up via telephone call (as part of the welfare calls), to establish any barriers to accessing remote education.

If a family's access to devices and suitable internet connection changes during remote education, they can contact the school office to request support.

All devices will be supplied with a charging cable and device agreement.

Work will be submitted online. In exceptional circumstances, work may be submitted via email, in agreement with the headteacher. If a family is unable to submit pupils' work online, they should contact the school to request assistance so that a safe and swift solution can be agreed.

Staff will work with families to provide online access as early as possible. This includes telephone support for families to set up their school device, connect to the internet and navigate their way around the online platforms and resources.

Parents will be provided with school produced user guides for any platforms or online resources they will need to access. All guides will include screenshots and step by step instructions.

How will my child be taught remotely?
We use a combination of the following approaches to teach pupils remotely:

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, voice notes made by teachers)

- some printed paper packs produced by teachers where appropriate and possible (e.g. workbooks, worksheets) during bubble closures.

- online reading books through virtual libraries

- commercially available websites and apps supporting the teaching of specific subjects or areas, including video clips or sequences

- materials delivered through an online platform such as Google Classroom or Showbie.

Pupils are provided with a weekly timetable. Pupils in EYFS and Key Stage 1 are expected to engage with a minimum of 3 hours per week and 4 hours at Key stage 2

Teaching staff will provide feedback via voice notes, marking comments, marked work and scores to pupils via their online classroom.

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?

Each weekday your child is expected to:

- Login to their online classroom via Showbie or Google Classroom with their individual username and password.
- Check the weekly timetable
- Complete the activities and tasks set for that day
- Submit the relevant tasks online

What can parents and carers do to help?
- Create a positive environment for your child to learn at home.
- Login daily and access each learning activity.
- Distinguish between weekdays and weekends, to separate school life and home life.
- Designate a working space if possible, and at the end of the day have a clear cut-off to signal school time is over.

- Create and stick to a routine, similar to a usual school day. For example getting up and eating breakfast at the same time each morning, getting dressed before starting the school day.
- Put a timetable up on the wall so that everyone knows what they should be doing when, ticking activities off as they are complete.
- Make time for exercise **at home** and breaks throughout the day to keep your child active.
- Contact the school as soon as possible, if you have issues logging in, accessing learning activities or need a password reset.
- Encourage, praise and celebrate children's efforts.
- support pupils in selecting, accessing and reading for enjoyment at least 3 times per week.

What support will the school provide?
- **Preparation:** Ensure learning activities are uploaded before 8am each day.
- **Clarity:** Provide instructional videos as appropriate and relevant activities which can be completed online
- **Feedback:** Provide succinct individual feedback comments, where appropriate, using the private comments feature on relevant tasks (not including those with instant feedback such as quizzes in Google Forms), so your child knows how they are doing.
- **Technology:** We will use the information provided in the parent survey about access to digital devices to support us in allocating the devices we have access to and in applying under the relevant government scheme, for devices which can be loaned to pupils.

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

It is extremely important that your child engages with home learning activities set to help prevent them from falling behind.

teachers monitor engagement daily and update a weekly tracker to monitor work submitted.

If pupils do not login or complete the set, we will use the following strategies:
- Contact the parent/carer by telephone, ParentMail or email to identify if there are any issues with access to the learning activities. This call will usually be from a member of the welfare team.
- Feedback to parents and carers where learning engagement needs improvement.
- If engagement does not improve, this will be directed to the Key Stage leader, who will make arrangements to contact the parent.
- If there is still no response, a member of the Senior Leadership Team will contact the parent or carer.
- Staff will not privately message pupils about their engagement with learning.

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:

- In Showbie, work may be ticked, annotated or have voice notes added.
- In Google Classroom work may be ticked, annotated, receive typed comment feedback or score style feedback for quizzes or have voice notes added.

- Feedback is expected to be given within 2 school days of the work being received, where this is submitted on time. Where it is not submitted on time, it will be received within 5 school days.
- Data from TT Rockstars, Readiwriter, Mathletics and Numbots may also be used to help monitor progress.

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:

- provide pupils with their usual classroom resources such as writing slants, wobble cushions and other SEND specific resources, where appropriate and safely possible.
- provide differentiated work to pupils within their Google Classroom of Showbie Classroom.
- provide telephone support with the SENDCO and welfare team as required to engage and support both learning and wellbeing.
- provide pupils with 1:1 Support, personalised online classrooms which match their adapted school timetable and individual needs.
- Signpost families to additional wellbeing and SEND support as required.
- Offer some pupils, where appropriate, learning check in sessions with an allocated staff member.

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?

Setting work:
- Teachers will set work for the pupils in their classes as usual. This is delivered in classes.
- For pupils who are self-isolating on an individual / family basis, teachers will provide paper copies of classwork to be collected or delivered where possible. Delivery may be via a staff member or tracked postal service.
- Work will be set / delivered on a week by week basis i.e. if a pupil has to self-isolate part way through a week, the remaining week's work will be made available by the start of the next school day, with the following week's work available at the start of the first day.
- Work set will follow the same as the pupils in class using a well sequenced, broad and balanced curriculum.

Learning and Support Materials:
- Teachers will ensure the materials provided for remote learning are suitably adapted to enable pupils to access the content being delivered from home.
- Where appropriate, for example in writing, models/examples will be provided to support learning.

- Where appropriate, support materials such as word banks, word mats, calculation videos and templates / writing frames will be provided to structure pupil's learning accordingly.

Providing Feedback on work
- Feedback on work will be provided via voice note, written comment, marks and / or marking in Showbie (or Google Classroom where appropriate), as applicable within two days of the learning activity taking place in line with the timetable. This is providing the work is submitted within the required timeframe. For example, an activity delivered and submitted on Monday would receive feedback no later than Wednesday evening, provided it was submitted on Monday.
- Comments and voice notes will be succinct, identifying relevant success and next steps as appropriate.

Keeping in touch with pupils who aren't in school and their parents.

- If there is a concern around the level of engagement of a pupil/s, parents should be contacted via telephone to assess whether school intervention can assist with pupil engagement. Teachers will contact the appointed welfare team, who will contact the parent via school mobile phones. If contact has not been successful, the welfare team will inform a member of the SLT, who will decide on an appropriate course of action.
- Contact numbers will be accessed by the school's secure CPOMS account only. Contact details will not be written down or taken home.
- CPOMS will be updated by staff accordingly, in line with welfare calls.
- All parent/carer emails should come through the school admin account barlows-ao@barlows.liverpool.sch.uk.
- Any parent / carer emails from the school will be responded to via the school ParentMail account during school hours. Where this is not possible, the school admin email or home learning email may be used.
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, theses should be referred immediately to the DSL.