

Remote Learning Offer



Barcroft
Primary School



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Member of SLT Responsible for Remote Learning:

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Remote education provision: information for parents/carers

This information is intended to provide clarity and transparency to pupils, parents and carers about what to expect from remote education where national or 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 page 7-8.

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?

Work will be provided as quickly as possible for the next 24-48 hours. Work will be available on Google Classroom for KS2 and Class Dojo/Purple Mash for KS1/EYFS. These tasks will be specific to the child's needs and will reinforce learning that has taken place most recently in school. No new learning will take place during these days

Teachers will provide:

- online tasks that run as a part of weekly homework (availability will depend on the age of the child. E.g. Bugclub/TT Rockstars/Spelling Shed/Maths Shed/Lexia/Speed Readers);
- one task each day for reading;
- one task each day for English;
- one task each day for Maths;
- one task each day for one other subject.

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?

- Where possible and appropriate, staff will plan and teach the same curriculum remotely as we do in school. However, we have needed to make some adaptations in some subjects. For example, in Science or D.T. we would not teach a lesson which required a high level of equipment that pupils would not have access to at home.

Therefore, there are times when we will need to change the sequence of lessons and units to ensure that pupils are able to access high quality teaching and learning whilst at home. This will be reviewed regularly and any missed learning will be prioritised when schools reopen.

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) to take pupils broadly the following number of hours each day:

Early Years (EYFS - Nursery & Reception)	2-3 hours
Key Stage 1 (KS1 – Year 1 & 2)	3 hours (statutory requirement)
Key Stage 2 (KS2 – Years 3, 4, 5 & 6)	4 hours (statutory requirement)

Accessing remote education

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

- All pupils will receive a weekly timetable with the main learning outcomes detailed for each day. This can be used as a suggestion of how to organise the day.
- EYFS/Key Stage 1 – Classroom Dojo is used for communication with parents/carers, sending lesson information, videos and tasks. Photographs of completed work can be uploaded to individual children’s portfolios on Classroom Dojo for staff to assess, mark and give feedback. Purple Mash is also used for setting specific tasks allowing pupils to access online tools and submit work to staff for marking.
- Key Stage 2 - Classroom Dojo is used mainly for communication with parents/carers. Remote learning is primarily set, completed and marked using Google Classroom. Where pupils have issues accessing this platform, they have the opportunity to view tasks and upload photographs of completed work to Classroom Dojo or via phase emails.
- Pupils from Reception to Year 6 will have access to a Google Classroom login and opportunities to take part in a Google Meets video call up to twice a week with the

staff from their year group. This will be used as wellbeing time for staff and pupils to connect with their friends and teachers and support the social aspect of school. (Subject to completion of parental consent/user agreement.)

- Twitter is used to share celebrations of pupil achievements and video messages from staff.

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.

- Ask that parents/carers contact the school via the postbox@barcroft.walsall.sch.uk email address or complete the electronic form sent out to request a device.
- Where devices are available, we will issue these to ensure that all households have at least one suitable device, in addition to parent mobile phones, per household. Parents/carers will be asked to complete the user agreement before taking the device from the school premises.
- For families who have difficulties with internet access, we will work with the family to extend the data allowance on their mobile phone if possible.
- We will proactively contact all families to offer support, where pupils are not engaging with remote learning.
- We will offer to send work through a different form (Classroom Dojo/email) for KS2 pupils where there is an issue accessing Google Classroom.
- We will offer to have pupils in school if there is availability of a safe space for the child, providing that the school risk assessment is adhered to.
- We will provide alternative provision in the means of exercise and text books, if there is no alternative and engaging with remote learning online is not possible. Work completed in paper form must be submitted electronically or by hand to the school office each week to enable teachers to assess the work. This will go through a quarantining process before it is marked and returned to the family.

How will my child be taught remotely?

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

- Recorded teaching for English and Maths lessons daily. Additional recorded sessions for reading and other subjects when suitable. These recordings will include video/audio recordings made by school staff and video clips from websites such as Oak National Academy lessons and BBC Bitesize.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. (E.g. Bug Club/Lexia/Third Space/Spelling Shed/TT Rock Stars/Speed readers)

- Live discussions (Google Meets) up to twice weekly to offer pupils/staff a chance to engage in discussion and conduct additional well-being checks. The parents/carers of all pupils who take part in Google Meets must have signed the user agreement to ensure all pupils and staff are safeguarded at all times.
- Project work and/or internet research activities for half term/end of term breaks or where this specifically supports the learning sequence of the curriculum.
- Where necessary printed workbooks/exercise books will be provided by the school. These will only be used where this is the best media for the lesson delivery or where pupils are unable to access online resources, despite our best efforts to provide support.
- For identified children, additional Maths and Reading support will be provided through school by Third Space, Action Tutoring and Lexia as part of the UK Government's National Tuition Programme. Tutoring sessions will be provided online at a dedicated time each week and will last around an hour. Lexia can be accessed as part of the home learning provision, at least three times a week for thirty minutes- a total of ninety minutes a week.

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?

- As directed by the Department for Education, we expect all pupils to engage in the work set by staff on a daily basis as a minimum.
- If a pupil is unwell and not able to complete work parents/carers must inform staff by calling the school office.

We ask that parents/carers support pupils in the following ways.

- Support pupils in accessing and completing work to the best of their ability.
- Where necessary support their child by contacting their class teacher through the phase email or Classroom Dojo if there are any concerns regarding the work set.
- Support pupils in logging into the relevant platforms and contact school if there is a login issue on the day the issue arises.
- Encourage pupils to listen carefully to video/recorded lessons and read instructions from teachers for each lesson.
- Support children to attend all allocated tutoring sessions.
- Support pupils in submitting work to their teacher daily, via Classroom Dojo, Google Classroom, Purple Mash or the phase email address. If this is not possible, deliver work to the school office on a weekly basis.

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

- Teachers will monitor the work that is completed and submitted online by viewing and marking work on Classroom Dojo, Google Classroom, Purple Mash and the phase email daily.
- Teachers will monitor the use of online platforms such as TT Rockstars and Spelling Shed weekly.
- Class teachers will record and monitor the engagement of remote learning using phase spreadsheets. These are kept up to date and monitored by phase leaders on a weekly basis. Phase leaders will report their findings on a weekly basis to SLT.
- Phase leaders will monitor the learning platforms of Third Space, Action Tutoring and Lexia to assess engagement and progress of lessons. Phase leaders will report their findings to SLT on a weekly basis.
- Staff will contact parents using Classroom Dojo, the phase email and by telephone, if pupils have not engaged in the remote education for 3 or more days. If no response is received, staff may conduct a safe and well check at the child's address.
- If a pupil consistently does not complete remote learning a member of SLT will contact the family to discuss the matter.
- If necessary, and only if a place can safely be made available, any pupil who does not engage in remote learning may be offered a place in school as a vulnerable child.

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:

- Staff will offer feedback to pupils when they submit each piece of work. This may be in the form of a tick or cross or a comment about how the work was completed in text or verbal form.
- Work will be marked as soon as possible after the work is completed and at least by 48 hours after the deadline for that piece of work. If work is submitted after the deadline, staff will mark the work if possible, but will use their discretion to manage their workload effectively.
- Pupils will receive more detailed verbal or written feedback, including a next step, for longer pieces of writing, submitted either electronically or via the school office.
- Maths next steps will be shared with pupils at least once each week, during pre-recorded lessons. (E.g. Today we have been learning to... Our next step is...)
- Staff will offer verbal feedback to individuals during our recorded weekly Praise Assemblies and Barcroft Visions and values Celebrations.
- Staff in school supporting key worker/vulnerable pupils will offer verbal feedback to each pupil about the work they have completed. This may sometimes include

- information about next steps.
- Group feedback will be used as and when appropriate regarding forthcoming learning and next steps. 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/carers to support those pupils in the following ways:

- Where possible and a risk assessment deems it safe to do so, we will have pupils with additional needs in school.
- The SENCO will provide support via email/telephone for identified pupils and parents/carers.
- Where a pupil is not supported in school, additional contact/video messages/support will be provided from 1-1 support staff through Classroom Dojo/Twitter.
- Where the learning set is not suitable, different learning opportunities will be planned for the child. This may include practical and visual resources that are familiar to the child.
- The SENCO will monitor the engagement in learning activities for all pupils who have Special Educational Needs. They will provide support for modifications where necessary and oversee the videos and activities provided by 1:1 support staff.

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 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?

- We will provide brief lesson plans, resources and activities for pupils to complete so that pupils have the opportunity to access the same learning as their peers. Where this is not possible, for example due to lack of resources available in the home, suitable work will be planned and sent as soon as possible.
- Work will be set daily in electronic form via Classroom Dojo, Google Classroom or Purple Mash and will be in the same format as that set during the wider school closure. This allows for pupils to access, submit and receive feedback from staff. Where possible, this feedback would be issued within 48 hours of work submission.

- Pupils who are not able to submit work using Classroom Dojo, Google Classroom or Purple Mash can send a photograph of work to the phase email address. If this is not possible, the teacher and parent will liaise to discuss a suitable form of submitting work, which may be in printed, form depending on the needs of the pupil.
- Parents/carers/pupils are encouraged to send any queries to their class teacher through Classroom Dojo and the teacher will endeavour to contact the parent outside of normal teaching hours and where possible within 48 hours.