



Barnfields Primary School
Remote Education Provision: Tier 5 National Lockdown
January 2021

Rationale

There is much debate about the suitability of ways the remote learning provision is delivered for primary-aged children. Both the DfE and Ofsted are now releasing guidance documents to support schools with their choice of delivery. They have been working hard to support schools with remote learning practice.

A recent report from the Education Endowment Foundation points out that the method of delivery is much less important than the quality of that delivery. The quality is often better in pre-recorded lessons as staff often rehearse this several times before they upload it, something that cannot be done during a live lesson. By pre-recording, you can think more carefully about the quality of explanation and more easily build in video clips and other animations that help to bring the explanation to life. The teachers' concentration is entirely on the material produced rather than on what everyone else in the session is doing. Pre-recorded lessons also mean that pupils can pause, rewind and revisit explanations that they have struggled with. Additionally, evidence also suggests that children's concentration online is shorter than the length of a typical lesson. Streaming a lesson live may be ineffective, particularly for younger pupils who typically have shorter attention spans.

One of the biggest advantages of using pre-recorded lessons is accessibility. In many homes, there aren't enough suitable devices for all children to access lessons at the same time. One laptop can't serve three children who all have live lessons simultaneously, but this approach may allow access to lessons 'on demand' when convenient. Understandably, many parents have found it useful to have pre-recorded lessons and online resources presented in a way that flexibly fits around their own work demands.

There can also be a problem with the amount of bandwidth streaming that live lessons require, and this often becomes an issue when children are trying to join live lessons at the same time that parents are trying to have virtual meetings.

The Remote Curriculum: What is Taught to Pupils at Home

What should my child expect in the first few days of being sent home?

In addition to providing a full-time education, teachers will ensure that children have the information needed (such as passwords) to access learning platforms. Teachers will also correspond with parents and identify children who may need extra resources, such as stationery, hard copies of work, exercise books etc. Children will be directed to the pupil secure area on the school website, where they will immediately be able to access our remote learning.

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 will mirror the same curriculum remotely as we teach with children at school. Adaptions will need to be made at the planning stage (for example when teaching practical based lessons such as Science, DT and PE) where it would be unlikely that the lesson could be suitably resourced or taught safely in the home.

Remote Teaching and Study Time Each day

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

The remote education will be equivalent in length to the teaching that the children receive in school and will include recorded teaching, alongside time for pupils to complete tasks independently. The amount set (as recommended by the DfE) by the class teacher should last for an average of:

Key Stage 1: 3 hours a day, with less for younger children

Key Stage 2: 4 hours a day

Accessing Remote Education

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

As part of the remote learning provision, teachers will provide bespoke pre-recorded lessons. These will not be 'live' to ensure that there is some flexibility for families with more siblings accessing devices, and to support parents working from home. Additionally, these may then be used to refer to, and therefore consolidate learning, at a later date. Over time, practice will evolve to include a daily live 'Registration and Feedback' session that will support the wellbeing of the children, enable teachers to clarify the structure of the day, as well as tackling group and individual misconceptions from previous learning.

To ensure a wide range of ideas, Barnfields buy into and use a number of Software and Online Learning Platforms. In planning, staff will set activities including, but not limited to:

- **Maths:** TT Rockstars, Testbase, White Rose, Numbots
- **English:** Accelerated Reader, Collins Big Cat, Testbase, Oak National Academy and Phonics Play.
- **Curriculum:** Oak National Academy, Yumu, BBC Bitesize, Espresso and Language Angels
- **EYFS:** Tapestry

We will ensure regular contact between child and school through the use of a **live 'Registration and Feedback' session and/ or emailing system.**

Teachers will upload a weekly plan for children to follow, which will be explained further during our live daily session. Pre-recorded teaching videos and online resources will be set as necessary through our **website in the pupil secure access area**. After recently being set up on Microsoft Teams, over the coming weeks all remote learning will be moved to this platform, enabling school to utilise the more efficient learning functions. This will continue to support the review of learning completed, provide feedback and inform future teaching.

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



1. Children without internet access at home will be provided with all work completed by their peers in a hard copy format. This will be organised by the child's teacher and arrangements will be made for this to be picked up from the school office. In the event of the family isolating, work will be delivered to the household if alternative arrangements for collection cannot be made. Additionally, teachers will phone the child to discuss the work more regularly than the others as they will be unable to access the email system.
2. Any households who need support in accessing remote education will be provided with hard copies in the same manner as above.
3. To alleviate issues regarding more than one sibling needing devices at any given time, the school will use pre-recorded video lessons rather than live lessons. This means that households can timetable shared devices throughout the day.
4. The school has applied for funding to supply families with devices through the DfE.
5. The school will support applications for internet access to families of disadvantaged children.

During the Autumn Term, the school sent out a survey to all parents inviting them to indicate the digital provision that they have available at home. Using the data collected from this survey, alongside information that we have on our families, where possible, we will offer eligible children a laptop to loan from the school. Priority will be given as follows:

Tier 1	Disadvantaged children who have no digital devices in the household.
Tier 2	Disadvantaged children whose only device is a smartphone.
Tier 3	Disadvantaged children with a single device in their household that is being shared between two or more siblings.
Tier 4	Disadvantaged children with a single device in their household that is being shared with another sibling.
Tier 5	Disadvantaged children with special educational needs.

How will my child be taught remotely?

In every year group the children will be provided with the following:

- Weekly overview uploaded at the start of each week
- Daily Registration and feedback live sessions to be rolled out (letter has been sent to parents clarifying how this will be achieved)
- Daily pre-recorded Maths and English lessons
- Four daily lessons including: English, Reading, Maths and a foundation subject e.g. History
- Daily online resources to support each lesson
- Daily email communication (this will evolve as our registration and feedback session are rolled out)

It is important to remember that if the children were in school, the teacher would be adapting the learning to meet the needs of the individuals as they all learn at different rates. Therefore, your child's learning outcomes may be slightly different to what has been set.

Engagement and Feedback

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



Following the Government guidelines, unlike in the previous lockdown, engagement in the learning set is mandatory. Therefore, it is expected that you as parents ensure that your child completes all remote education set for them by the teacher. It is also expected that parents ensure that their child engages with any correspondence, such as learning feedback, that is arranged by the school. Where, for example, there is more than one sibling at home, parents are expected to set routines that suit the family needs. Parents are encouraged to ensure that their child accesses the live 'Registration and Feedback' session as this provides:

- Routine and structure to the day's learning
- Clarification, reassurance and expectations of the daily learning
- Teacher-to-child contact
- An opportunity to address misconception of previous learning
- Potential misconceptions regarding that day's learning

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

The teachers will be in daily contact with the children through the live 'Registration and Feedback' session or through email. This will ensure that the children are engaging with the learning, and to give feedback regarding the work set. Children will upload work for teachers to assess and will be given either personal or whole group feedback. At the end of the daily live session, teachers may request specific individuals or groups to stay on the remote session, so that misconceptions can be addressed and further support can be given, or that groups can be further challenged. Where the school is concerned that there may be no engagement, a member of the Senior Leadership Team will contact the household, offering any necessary support.

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

Children will be requested to upload evidence of work for the teachers to check and then give feedback as above. Teachers will have the opportunity to communicate with children during the live session. Online learning platforms, such as Accelerated Reader, provides tasks where teachers can monitor results, enabling them to assess progress. Teachers will also use the Microsoft Teams platform to set activities such as quizzes and assignments, assessing how well the children are progressing within their learning.

NB During a lockdown, assessing overall progress can be difficult. The level of support provided may differ in one household to another and may not be made clear to the teacher.

Additional Support for Children with Particular Needs

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

All EHCP children will be offered a place in school. Where they do not take up this provision, the SENCo will be in close contact.



Regarding any children who are part of our SEN register, teachers will work closely with the SENCo to ensure that their needs are met. Where necessary, the teacher will ensure that work is differentiated in order that work is accessible and meets the individual's needs. Wherever possible, SEN children will cover the same concepts as their peers. Additionally, work will be set to consolidate learning and ensure that the child can achieve, instilling positive self-esteem. Where it is deemed to be necessary, the school SENCo will also contact the child to discuss their learning.

When using Microsoft Teams, additional support will be available for EAL and SEN children through the use of 'immersive reader'. This can read the text for the child, or translate to a different language.

Teachers working in classes with younger children, such as Reception and Year 1, will implement remote education in the same way as the rest of the school to ensure a consistent approach. Teachers will however be in close contact through email with their parents.

Remote Education for Self-Isolating Children

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

For procedures regarding isolation outside of a National Lockdown (i.e. when an individual is isolating rather than the whole school), please refer to our Remote Learning Plan.

In the event of a child being unable to complete the work due to being unwell, with Covid-19 or any other illness, parents must inform the teacher via email in order for the child to be made exempt from the work until fit enough to engage.