

# **Barlow Church of England Primary School**

## **Remote education provision: information for parents**

This information is intended to provide clarity and transparency to pupils and parents or 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 the final section of this document.

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## **The remote curriculum: what is taught to pupils at home. What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

Immediate remote provision can be found using our online platforms.

Active learn includes access to the Maths text book and workbook that the children have access to in class. There is also access to reading books targeted at the child's level. There are also a range of grammar and spelling activities.

Purple mash allows access to a wide range of maths and topic resources, some of which are customised for the children. Each child has some activities allocated by their teacher as well as access to the full range of activities available.

Our website also contains information about topics being taught this term.

Reception parents can also access 'evidence me' to record observation of play based activity.

## **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, some subjects may be taught using a video platform at home whereas similar material may be covered by the teacher in school. Where this is the case, the lesson objective is the same.

## **Remote teaching and study time each day**

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

We recognise that every child is different and different children may spend different times on tasks.

We ask that parents prioritise accessing the Maths and English live lessons and tasks and then access other tasks after that aiming to keep within the broad outlines below for time spent working. We also ask that children engage in at least half an hour physical activity in addition to the published PE lessons.

Reception	<p>Please access English, phonics and Maths provision and then follow other suggestions from the website.</p> <p>In school, a lot of the learning will come through play and this will be the same at home.</p>
Key Stage 1	<p>The government expectation is 3 hours spent working.</p> <p>This can be achieved through accessing the live English and Maths lessons plus the associated follow up tasks. Then access a phonics or spelling activity plus at least one other activity allocated on the website for that day.</p>
Key Stage 2	<p>The government expectation is 4 hours spent working.</p> <p>This can be achieved through accessing the live English and Maths lessons plus the associated follow up tasks. Then access a reading or spelling activity plus the activities allocated on the website for the afternoon.</p>

## **Accessing remote education**

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

Live lessons will be delivered each day using MS teams.

For key stages 1 and 2, these live lessons will be for Maths and English.

For Reception children, this will be a shorter check in activity combined with a story or something the teacher shares with the children.

Children have individual access to active learn and purple mash. Parents in Reception have access to evidence me to record their child's learning.

<https://www.activelearnprimary.co.uk/login>

<https://www.purplemash.com/sch/barlow>

### **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 will lend school devices or DfE devices or donated devices to parents who do not have access to a suitable device.
- We will limit the necessity for tasks to be printed. Where necessary, we will offer printed sheets for tasks that can not be accessed using a paper and pencil.
- We will provide workbooks to complete maths activities in.
- We will offer places in school where it is not possible to offer suitable and appropriate online access at home.

### **How will my child be taught remotely?**

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

- live teaching (online lessons) Maths and English Y1 – Y6, a check-in and signposting session for Reception
- recorded teaching (e.g. Oak National Academy lessons)
- activities posted daily on the school website
- Maths workbooks
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. Youtube, BBC bitesize

## **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?**

Please work with your child to develop a routine for home learning that prioritises access to live Maths and English lessons. On days where it is not possible to access the live lesson, the work for that session can be found on the school website.

Parents of early years children should use Evidence me as the main mechanism to communicate their child's learning with the teachers.

For children in Key Stage One, they may need the support of a parent to access the live lesson. Children in Key Stage Two should be able to access the lesson independently once it is set up. All children accessing live lessons should have an adult in the room but that adult may not need to supervise directly depending on the age and stage of the child.

Please support your child to upload work to Purple Mash so the teachers can feedback on it. Prioritise uploading English tasks. Maths can often be self-marked and just uploaded where the teacher may need to address a misconception. There is no need to upload additional work beyond that directed on the website.

(MS teams may also be used for this in the future).

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

- We monitor attendance on the online lessons in the same way we would for those children in school.
- The teachers / TAs check in every week day on Purple Mash so can see who has uploaded work and acknowledge the work or respond with feedback.
- Class teachers will contact parents in the first instance to offer support with engaging with online learning.
- The headteacher will then also offer support to the family e.g. offering devices, facilitating a school place where appropriate.
- Continued lack of engagement in the education may be indicative of a safeguarding concern and the school may seek further advice from Derbyshire Children's Safeguarding Board or other Derbyshire County Council services.

## **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:

- The teachers will be gauging responses in the online live lessons and teachers will also be using this opportunity to feed back on common misconceptions identified in the online learning uploaded.
- Each child's Purple Mash account will be checked regularly throughout the week.
- Work uploaded on there will be treated in one of 3 ways
  - Whole class feedback may be given as part of an online session or via purple mash email
  - Work may be acknowledged with a reward / thumbs up or similar
  - A written comment may be given. This may include a praise comment, positive feedback or suggestions for improvement.

## **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:

- For any pupil who accesses support from SSEN, we will work with that service to maintain provision remotely e.g. through weekly teams sessions.
- Places in school will be offered to children who have an EHCP and consideration may be given to other children who are vulnerable due to SEND issues.
- There is additional information on the website for how to support SEND children.

## **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?**

Individuals have access to their maths textbooks and practice books on active learn. A range of topic and science activities are available on the website which closely match the lessons taking place in school.

Class teachers will email the pupil individually via purple mash detailing activities to be undertaken while self-isolating. These will be responded to on purple mash in the usual way and may include links to class texts etc on active learn.

For longer absences, pupils may be directed to oak academy, white rose or similar sites that compliment what is going on in school.