



## **Remote Education Plan - Barrow Hedges Primary School**

### **What is a Remote Education Plan?**

A Remote Education Plan sets out what pupils and parents or carers should expect from the school in terms of its provision for remote education if local restrictions require entire cohorts (or bubbles) to remain at home or where an individual pupil is self-isolating.

The information should be published on school websites by 25th January 2021 to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

### **Introduction**

At Barrow Hedges Primary School, we are committed to ensuring that all pupils continue to receive the highest quality of education possible in the event that individuals, bubbles or whole year groups are unable to attend school due to circumstances relating to COVID-19. This plan is informed by the latest guidance from the Department for Education (DfE), discussion and decision making as a group of Trust schools, as well as the consideration of regular feedback from stakeholders.

This Remote Education Plan is driven by our commitment to:

1. Ensure the safety of pupils, parents and staff.
2. The welfare and wellbeing of pupils and staff.
3. Do our best to ensure that all children make continued progress no matter their starting points.
4. Make the best possible decisions based on the evidence we have and within the constraints and parameters we face in our schools and across the Trust.

**This plan covers three different scenarios when a child needs to learn at home:**

**Scenario 1: Individual cases where isolation is required but a child remains well enough to continue with their learning. Staff are in school teaching most other pupils.**

**Scenario 2: Instances where classes, or bubbles, are closed and groups of children need to learn from home. Staff in that bubble work from home (if they are well enough to do so).**

**Scenario 3: The partial opening of school, due to a national or local lockdown, whereby only those children invited into the premises are taught at school (e.g. children of critical workers or vulnerable children) – the other children are all at home accessing the curriculum remotely.**

## **Which online platform will my child access from home?**

Early Years Foundation Stage (EYFS) pupils will continue to receive learning opportunities and activities via **Tapestry**. This platform is used throughout the year for home learning activities and the two-way sharing of learning.

For Years 1 to 6, children, our remote learning platform is **Microsoft Teams** for pupils in Y1-6. Again, children are familiar with this as weekly homework has been set on here since September 2020.

## **How will I know how to access the learning platform?**

We have provided letters and guidance videos to parents for how to access and use both Tapestry and Teams in the Autumn Term 2020 and all such information can be found on our website. We have a dedicated page in *Our School – Response to Covid-19 – Blended Learning* where all correspondence relating to the school's work during this global pandemic and our provision for remote learning is stored. Additional support and assistance can be provided to parents via [office@barrowhedges.com](mailto:office@barrowhedges.com)

## **Scenario 1 - If my child is not in school because they are self-isolating, what will be provided?**

We aim to provide provision that is closely matched to the curriculum delivered at school, as soon as possible. When informed of a child's absence due to isolation, we will upload lesson slides and activities onto Tapestry (for Reception and Nursery children) and Teams (for Years 1 to 6) so that the work your child has access to is in line with that covered in class at the earliest opportunity. This may be at lunchtime or at the end of the day depending on how much notice teachers have been given about the absence. Pre-recorded lessons would not be provided in this instance because the teachers would be in school teaching whole classes/bubbles; however, lesson slides and other activities and resources would match the objectives that your child's peers would be being taught. In circumstances where work cannot be uploaded in time for the start of the school day, children can access work on our Blended Learning page on our website. This was something we did in the early stages of this academic year to ensure that work was readily available from the first day of any absence. This work is broadly for consolidating key skills across a range of subjects.

## **Scenario 2 - If my child is not in school because their class/bubble is closed, what will be provided?**

If a whole class/bubble closes and we are required to deliver our curriculum to children while they are at home isolating, this means that staff who remain well would also be working from home during this period of isolation. Therefore, teachers will be able to record lessons, provide lesson slides and other activities, resources and worksheets. See also Scenario 3 below.

In the event of staff sickness, other members of staff would ensure the work is available and may appear in pre-recorded videos.

## **Scenario 3 – If my child is not in school due to a national or local lockdown, what will be provided?**

In this scenario, we are operating a dual system whereby staff are on a rota to teach a group of

children in school, as well as facilitate the teaching of our curriculum remotely.

Nursery – as above: activities continue to be provided for Nursery children on our school website, and these are refreshed every ten days on an ongoing basis. Parents upload the learning that their Nursery child has undertaken on to Tapestry.

Reception – as per the letter sent to parents on Monday 4<sup>th</sup> January 2021, each day there will be four learning sessions for children to complete. The four sessions include: Handwriting, Number Time, Phonics and Themed Learning linked to the half term's question (e.g., 'Can a Penguin Live in a Hot Place?') The Reception teachers have recorded videos for parents in how best to support learning at home. We have thought very carefully about the resources you might have at home to help too. All sessions for the following day will be posted on Tapestry at approximately 5:00pm. Reception teachers are available from 9:00 to 10:00am each morning to answer any questions parents may have about the task. Parents can ask questions on the 'observation' (which is the lesson not an observation) in the comments section. Additional Live Check Ins, once a week, will support Communication and Language Development. Some children will also participate in 1:1 reading sessions on Zoom.

Years 1 to 6 - as per the letter sent to parents on Monday 4<sup>th</sup> January 2021, each day there will be at least three pre-recorded lessons, often more than this, as well as other resources and assignments for completion. Usually, two of the three pre-recorded lessons will be Maths and English, but, depending on the learning objectives, it is often a foundation subject that comes with a video. An example timetable is provided below.

The work will be set on Tapestry and Teams at approx. 5.00pm each day, ready for the next day. We ask that children do not view the lessons in advance though as this disrupts the flow and continuity of the week's learning. But most importantly, children should be logged off these platforms at this time anyway.

### **Will the school's provision for remote learning be as described on my child's first day at home?**

In scenarios 2 and 3, we would usually expect to be prepared to deliver our remote curriculum from day 1. However, there may be circumstances where this is not the case – for example, if a bubble is closed during the school day (dependent on timing of a positive test result) or due to the timing of government announcements. In such instances, parents should access the work on the website on the Blended Learning page for the first day. As there are ten days of work for Reception and Years 1 to 6, we would never anticipate a child running out of work.

### **What if my child is unwell?**

In any scenario, no child should complete work if they are unwell, i.e., if their parent or carer would, under usual circumstances, not be sending them to school. Parents are required to inform school of their child's absence from remote learning.

### **The remote curriculum: what is taught to pupils at home?**

During the previous lockdown, Subject Leaders worked carefully in the Summer Term 2020 to identify all the learning objectives which pupils missed within this period. These objectives were

then layered and placed into our current curriculum for 2020-21, seeking to ensure that all pupils were not disadvantaged by any loss of learning.

Our remote curriculum mirrors our usual curriculum provision as closely as possible, ensuring that teachers deliver lessons to all pupils (both in school and those learning from home) following the subject's long-term planning. This means that pupils have the ability and opportunity to catch up from the last national lockdown whilst acquiring new knowledge from current learning.

The same curriculum will be taught remotely, wherever possible and appropriate, as is delivered in school. This is more straightforward in some subjects than others.

It has been necessary to make adaptations in some subjects, for example, in Art, Design & Technology (DT) or Science. In these circumstances, subjects are adapted or substituted by readily available resources ensuring that pupils are exposed to the learning processes, such as planning a fair test and hypothesising. Practical sessions may be less accessible for families due to resourcing and environment. For this reason, these sessions are being rearranged to be implemented into our curriculum for the latter part of the academic year to ensure these learning opportunities are not missed.

### **What is the rationale behind the school's approach to the provision of remote education?**

In liaison and collaboration with our colleagues, and in examining Ofsted's '*What's Working Well in Remote Education*' guidance document, we have agreed upon over-arching principles for the provision of remote learning as a group of schools within Cirrus Primary Academy Trust. Appendix 1 to this plan sets these out and this information was shared in a letter to parents sent on Wednesday 20<sup>th</sup> January 2021.

### **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 broadly take pupils the following number of hours each day:

Expectations	<b>To ensure children have a balance between learning and active exercise we encourage all year groups regular fitness breaks and mindfulness across the week as part of the children's curriculum offer.</b>
EYFS/ KS1	Minimum 3 hours of learning
KS2	Minimum 4 hours of learning

## What work will be set for my child?

Below are example timetables for each year group.

### Reception

Reception					
	Monday	Tuesday	Wednesday	Thursday	Friday
Handwriting	10 mins	10 mins	10 mins	10 mins	10 mins
Themed Learning including English	40 mins	40 mins	40 mins	40 mins	40 mins
Maths	35 mins	35 mins	35 mins	35 mins	35 mins
Phonics	35 mins	35 mins	35 mins	35 mins	35 mins
Reading	10 mins	10 mins	10 mins	10 mins	10 mins
Child Initiated Play (Playing with toys, outdoor play, exploring, sharing books, games, puzzles, drawing, painting, pictures, junk modelling, play dough etc.)					
Additional Reading Support		10 mins per child Live reading group (Zoom)	10 mins per child Live reading group (Zoom)		10 mins per child Live reading group (Zoom)
Story Time		10 mins			10 mins
Live Check In Communication and Language Development Activities				30 mins (Zoom)	

Year 1				
Monday	Tuesday	Wednesday	Thursday	Friday
English	English	English	English	English
Phonics	Phonics	Phonics	Phonics	Phonics
Maths	Maths	Maths	Maths	Maths
Curriculum – linked to theme	RE	Curriculum – linked to theme	Art	Curriculum – linked to theme
PE		Music		

Year 2				
Monday	Tuesday	Wednesday	Thursday	Friday
Spellings	Guided Reading	Guided Reading	Guided Reading	Spelling Test
				Arithmetic
Maths	Maths	Maths	Maths	Maths
English	English	English	English	English
Curriculum – linked to theme	RE	Music	Art	Curriculum – linked to theme
PE		Curriculum – linked to theme	Philosophy	Computing

Year 3				
Monday	Tuesday	Wednesday	Thursday	Friday
Spellings	Guided Reading	Guided Reading	Guided Reading	Spelling Test
				Arithmetic
Maths	Maths	Maths	Maths	Maths
English	English	English	English	English
Curriculum – linked to theme	RE	Music	Curriculum – linked to theme	Curriculum – linked to theme
PE	Computing	Curriculum – linked to theme	Art	Philosophy

Year 4				
Monday	Tuesday	Wednesday	Thursday	Friday
Spellings	Guided Reading	Guided Reading	Guided Reading	Spelling Test
Maths	Maths	Maths	Maths	Arithmetic
English	English	English	English	Maths
Computing	French OR Philosophy	Music	PE	English
Curriculum – linked to theme	Curriculum – linked to theme	Curriculum – linked to theme	Art	RE

Year 5				
Monday	Tuesday	Wednesday	Thursday	Friday
Spelling	Guided Reading	Guided Reading	Guided Reading	Spelling Test
Maths	Maths	Maths	Maths	Arithmetic
English	English	English	English	Maths
Curriculum – linked to theme	RE	Music	Art	English
	Computing	French OR Philosophy/Theme	PE	Curriculum – linked to theme

Year 6				
Monday	Tuesday	Wednesday	Thursday	Friday
Guided Reading	Guided Reading	Guided Reading	Guided Reading	Spelling Test
English	English	English	English	Arithmetic
Maths	Maths	Maths	Maths	English
Curriculum – linked to theme	RE	Music	Art	Maths
PE	PSHE/Theme	French OR Computing	Curriculum – linked to theme	Curriculum – linked to theme

### **What else ensures that our curriculum is engaging and memorable and offers the children a sense of belonging and togetherness?**

In addition to the timetabled activities above, we also upload assemblies and share stories with the children, when whole classes or bubbles are learning at home. These are led by teachers from across the school. Where there are special events and days to celebrate, we add additional optional activities for children to complete should they wish to. Our usual 'Monthly Magpies' have been specially tailored to promote wellbeing and to continue to signpost suitable enrichment activities that families may choose to participate in. Additionally, our curriculum is personalised so that children access learning that is suitable for their individual needs. For example, some children are invited to attend additional reading sessions. **[See also below section – 'How will children with additional needs be supported?']**

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

Our 'Acceptable User Agreement' aims to ensure that learning can be purposeful, productive and safe.

We expect every child to fully engage in remote learning during periods of partial or full closure, or if they must learn from home because they are isolating.

Parents should maintain a healthy routine for their child(ren), getting them up at the time they would usually, to be ready to start learning at approximately 8.40am, having had breakfast. Children should be dressed appropriately ready for learning.

Where possible, we would ask EYFS and KS1 parents to assist their child/ren in online access and activities. KS2 children will also require some support and regular check-ins to assess how they are getting on with their learning.

Parents may choose to stagger their children's remote learning where they work from home or have more than one child to support.

Pupils with SEND, including those with an EHCP, will require supervision during online therapies and support in both accessing learning and some may also require support in completing tasks or activities. (See separate section on our provision for remote learning for children with additional needs).

Children should continue to read daily and practise spellings, number facts and times tables (as

appropriate).

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

Nursery/Reception - Parents are encouraged to take a photograph or a video of their child(ren)'s learning and upload this (by creating their own observation) before 3:00pm each day. Teaching and support staff will then feedback and publish the observation you have created into your child's learning journey. Parents are encouraged to copy and paste the title from the school's teaching observation onto their own added observation so that we can keep track of your child(ren)'s learning. In addition, parents are supported to complete assessment tasks, following video guidance from the teacher. EYFS staff then use uploads from the parents to identify individual pupil needs and next steps.

Years 1 to 6 - Assignments will be able to be completed on Teams or handwritten and uploaded. The 'comments' function on Teams will be turned on twice per day – between 9am and 10am and 1pm and 2pm. Children should only write comments about the work and not use this as a 'chat' function.

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:

Children may self-mark or self-assess some tasks such as fluency, maths and comprehension tasks.

Teachers will aim to mark one piece of writing and maths which is submitted or 'handed in' work via Microsoft Teams; this allows them to focus on live feedback, which will be more informative to pupils during remote learning. Foundation activities will be acknowledged and where possible low stakes quizzes will be utilised to monitor progress.

In KS1 and KS2, assessment quizzes will take place online; we would ask parents to encourage their child to complete these quizzes as independently as possible to ensure we have an accurate assessment of learning. We can then support and extend pupils' learning accordingly.

### **How will children with additional needs be supported?**

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:

- Set differentiated work through Tapestry and Teams. This includes, where appropriate, children being assigned to separate Teams, where personalised videos and resources are provided.
- Provide additional reading sessions for selected children.
- Set differentiated work through a layered approach to work (see above).
- Provide remote therapies.
- Signpost supporting resources to practice and develop specific skills.



- Ensure key staff speak with parents and where appropriate, their child/ren (with supervision) to maintain working relationships offering both learning, therapy and wellbeing support.

A broad and balanced curriculum is offered to all pupils, including all subjects and practical activities which support pupils in being creative in the way they record their learning. By offering a range of activities, not just written work, we support engagement and inclusion in blended learning. We also promote the use of accessibility functions on Teams, we monitor the engagement of learners and offer a rapid response to a lack of engagement, this may be through; support from the class teacher, members of the Senior Leadership Team (SLT), Emotional Literacy Support Assistant (ELSA) and/or our Family Support Worker (FSW). This is offered promptly to address issues. We also offer support with IT through providing laptops or other devices on loan, this is not just to our vulnerable pupils, supporting all pupils to access online learning.

### *Pupils with an Education Health and Care Plan*

- All pupils with an EHCP have been invited to attend school, as they have been identified as 'vulnerable pupils.' The Assistant Headteacher/Inclusion Leader supports parents in accepting this place where possible and pupils who do attend school have their familiar support, where possible.
- Pupils who remain at home are supported in accessing blended learning through MS teams. Pupils working within a lower curriculum are provided with work appropriate to their level of learning, and their familiar 1:1 supports them daily with completing tasks – this includes their Speech and Language (SaLT) and Occupational Therapy (OT) sessions where possible.
- Pupils receive regular welfare checks from their class teacher in addition to the daily support from their 1:1.
- Pupils with Social Emotional Mental Health (SEMH) needs receive additional welfare checks from the Family Support Worker (FSW) or our Emotional Support Assistant (ELSA).
- Pupils are offered specialist resources for loan. These are produced by the child's 1:1 and delivered to or collected by a parent.
- Pupils with allocated therapy support receive online, teletherapy from therapists.
- Pupils are provided with an overview of their long-term targets, their short-term targets and the support in place. This is then supported by intervention support in the form of.
  - An intervention pack. The support assistant plans the sessions and provides instruction and resources. They ring the parent to go through the pack and then ring again to check on progress.
  - Live interventions on Teams. Support Assistants complete interventions such as SaLT and OT, including - handwriting/fine motor support and phonics support.

### *Pupils identified at SEN support level*

- Pupils are supported in accessing blended learning through Teams. Pupils working within a lower curriculum are provided with work appropriate to their level of learning, within a separate 'room' on their class page.
- Pupils are offered specialist resources for loan.
- Pupils are offered pre-teaching sessions with the class teacher or support assistant. Pupils who are struggling to access online, blended learning due to their SEND are offered additional check in sessions with teachers or support assistants. This is to address

misconceptions and support with learning.

- Pupils receive regular welfare checks from their class teacher.
- Pupils with SEMH needs receive additional welfare checks from the FSW or our ELSA.

**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. In these instances, we take the following approaches to support those pupils to access remote education:

School has surveyed our community to understand and allocate devices and Wi-Fi to pupils that need it the most. Where members of the community have not responded, we have reached out to them to gather this information.

School will lend devices by individual assessment. The criteria we have considered are those without any computer or Wi-Fi connectivity; those that are deemed vulnerable by the DfE and are learning from home; those that school deem vulnerable as per the DfE guidance (dated 6<sup>th</sup> January 2021); pupils in Years 5 and 6 with siblings working through the school in the reverse age groups from Y6 - Nursery.

Parents will be required to complete a Lending Device Agreement in line with our Acceptable User Agreement.

Printed packs will be made available to families on request, although school would urge pupils to utilise their Blended Learning exercise books and upload their learning onto MS Teams or by parents sharing posts on Tapestry.

Pupils in KS1 & 2 are encouraged to take photos of their work and 'hand in' on Teams. This will allow them to receive feedback by a member of their teaching team.

## APPENDIX 1 – OUR RATIONALE FOR OUR PROVISION OF REMOTE LEARNING

- The aim of education is to deliver a high-quality curriculum so that pupils know more and remember more. Remote education is one way of doing so.
- This means that everything we know about what a quality curriculum looks like still applies. The remote education curriculum is aligned to the classroom curriculum as much as possible. And, just like the classroom curriculum, it is carefully sequenced and ensures that pupils obtain the building blocks they need to move on to the next step. For this reason, it is important that children do complete the learning activities which are set by the school. Just as would be the case when schools are ordinarily open, all children on roll at Barrow Hedges should be taught the school's curriculum. Where parents opt out of this then they are formally electing to home educate. At this present time, children who are not following our curriculum will be missing out and when schools re-open it will be harder for them to catch up.
- Where children are undertaking work set by tutors, this should be additional to the prescribed curriculum. This work is not validated by the school and therefore it would be difficult for us to assess whether children are in receipt of a full education as is the law.
- Just as we don't need 'all-singing, all-dancing' lessons in the classroom, remote education often benefits from a straightforward and easy-to-use interface. Simple graphics that highlight the key concepts and features we want to teach can be most effective. That said, we try to ensure our lessons are as engaging and memorable as possible.
- We may need to adapt our subject curriculum when moving to remote education, for example because some topics are hard to teach remotely.
- We will continue to provide pre-recorded lessons. Perhaps the biggest advantage of pre-recorded lessons is accessibility. In many homes, there aren't 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 it might give access to lessons that they can get on demand. 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 while parents are trying to have virtual meetings.
- Pre-recorded lessons also mean that pupils can pause, rewind and re-visit explanations they have struggled with, which, of course, would be an incredibly useful feature to have in the classroom all the time! Teachers don't need to repeat an instruction a dozen times; children/parents can check back for themselves.
- By pre-recording, teachers 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. Their concentration is entirely on the material produced rather than on what everyone else in the session is doing.
- In the classroom, we can direct a pupil's wavering attention, we can pose questions with ease and purpose, we can judge how work is going and where we need to change the pace. A virtual classroom is a very poor proxy for this space.