



HEATON ST. BARNABAS REMOTE LEARNING OFFER

Why do we have an online remote learning tool?

On 1st October 2020 the Department for Education (DfE) published a directive under the coronavirus act 2020, which states that all state-funded school age children must be provided “immediate access to remote education”. The DfE made clear within the Directive that “schools have a legal duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (Covid-19)”. This direction came into force on 22nd October 2020 and took effect until 25th January 2021.

On 12th January the DfE published further guidance for schools “to help school leaders share relevant information with pupils and parents or carers about how they will provide remote education” stating that this 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).”

At Heaton St. Barnabas CE Primary School, we want to make sure that all of our students have access to a strong and stable education, and we should do our best to provide this, even if the school has to shut. Detailed below, you will find information which will lay out our plans for ensuring that the children in our school can still maintain contact with their teacher and be provided with opportunities to continue their education whilst at home.

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 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?

In this section, please describe briefly what remote education provision you will make available immediately. This may include, for example, sending pupils home with workbooks to complete independently in the first instance.

In the event of a bubble being sent home to isolate, teachers will provide work for children to complete as soon as possible. In the first instance this will be in the form of CGP workbooks which the children have at home to begin working in, followed the next working day with work set via the remote platforms used by that year group. Remote lessons/check-ins will commence on the first full day of 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 aim to teach the curriculum remotely as we do in school *wherever possible and appropriate*. However, we have needed to make some adaptations in some subjects. For example, parents and pupils will be directed towards youtube sites to facilitate online exercise classes in the place of PE session; this may also be the approach taken for DT and Science, where physical resources are needed. Priority is however placed upon continuing the provision of English and Maths teaching in line with the school curriculum to ensure that gaps in pupils' learning due to school closures are

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:

Schools are expected to provide remote education that includes either recorded or live direct teaching and should be of equivalent length to the core teaching pupils would receive in school. This will be approximately:

Key Stage 1	Year 1: 2 hours a day
	Year 2: 3 hours a day
Key Stage 2	Year 3&4: 3-4 hours a day
	Year 5&6: 4 hours

Those hours include both direct teaching and time for pupils to complete tasks or assignments independently.

Accessing remote education

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

- Tasks will be based around English, Maths and a chosen foundation subject in line with normal class-based curriculum.
- This work will come from the Oak National Academy, Purple Mash, My Maths, Epic, White Rose Maths, TT Rockstars, ReadTheory, RM Phonics, BBC Bitesize or Study ladder.
- Work will be accessible via the Learning from Home Links on the school website, via Sway, Microsoft Teams and other signposted platforms.
- Differentiated work will be set for SEND pupils.

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:

- Where families would like to access any printed materials (if they do not have access to a printer or internet access), school will provide paper packs of worksheets on a weekly basis, with parents collecting from the school office on a Monday from 12noon.
- We encourage pupils to submit their work online, either through Microsoft Teams (Y5&6), through the school closure email address or via platforms used across school. If pupils do not have internet access, we encourage them to return their work to the school office weekly so their work can be quarantined before being passed to their teacher.
- The school has been allocated 26 devices to support vulnerable families in need of support with remote learning. These families will be identified on the basis of greatest need and vulnerability. The devices will be set up by our technicians to ensure all safety measures are set and pupils will log on as if they are in school. E-Safe monitoring will also be used to ensure that safeguarding measures are in place.

How will my child be taught remotely?

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

Our remote teaching approaches vary based on the phase:

- EYFS: Live check-ins with the class via Zoom; recorded phonics sessions daily by the teacher; printed paper packs/online packs to download; CGP books; RWI phonics; EPIC reading, Purple Mash.
- Key Stage 1: Live check-ins with the class via Zoom/Teams; recorded phonics sessions daily by the teacher/RWI phonics; White Rose recorded Maths lessons, Oak Academy recorded lessons; printed paper packs/online packs to download; CGP books; EPIC reading, Purple Mash, Oxford Owl.
- Key Stage 2: Live teaching/check-ins daily via Zoom/Teams (1 hour daily); recorded Phonics sessions daily by the teacher/RWI phonics as appropriate; White Rose recorded Lessons, Oak Academy recorded lessons; printed paper packs/online packs to download; CGP books; EPIC reading, Purple Mash; TT Rockstars, Read Theory; Study Ladder, SATs Bootcamp; MyMaths.
- Homework, including long-term projects via Learning Logs, is set in addition to daily lessons.

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?

Our expectations for pupils' engagement with remote education and parental support in setting routines to support their education:

- Parents to enable the children to connect up to the remote lessons.
- Parents to supervise off screen any live lessons.
- Parents to monitor their child's use of devices to ensure children are being safe online.
- Parents to and pupils to Communicate any issues with the work to the class teacher via the school closure email, during the school hours (9:00 to 15:30).
- Parents to support the children's learning and promote a positive learning environment for the work to be completed during school hours.
- Parents to remove distractions from the children's area of work.
- Parents to set a time limit for work to be completed, don't try to go over that and cause unnecessary stress.
- Parents to ensure equipment needed for the learning is ready before the lesson.
- Where requested, parents will submit work to their child's class teacher via the school closure email or Teams.

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

Engagement and Feedback:

- Teachers will keep registers of attendance during online lessons and report lack of engagement to parents via wellbeing calls where needed and, if concerns arise will report these to the Senior Leadership team.
- Teachers will monitor pupils' engagement with tasks via work submitted online or via platforms, worksheets returned to the school office to quarantine, emails and work submitted via photograph over the course of the week. Where there are concerns a child is not engaging with set work, wellbeing calls will be made by teachers to families at least weekly. Email communication will be used if this is a more effective method of engaging with parents/carers concerned.
- Where engagement is a concern, telephone calls with parents/carers will be made and appropriate actions discussed (for example working on worksheets rather than online) and agreed. The impact of these will be monitored. Further follow up home visits with the attendance and welfare team will take place if contact with parents cannot be made.

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

Methods we will use to assess and feedback pupils' work

- Work set via online platforms will be commented on if appropriate. Work emailed to the school will be commented on and returned to parents via email through school closure.
- Work completed via online platforms that provide immediate pupil feedback (e.g. TT Rockstars) will be logged by the system.
- Pupils' understanding during live lessons will be monitored formatively and feedback given by teachers verbally as part of the lesson. Whole class feedback may be given during live lessons.
- Whole-class and individual feedback may be given via online messaging, achievement assemblies, praise texts, emails or phone calls.
- Work returned to the school office will be quarantined and then passed to the teacher. Feedback will be given as appropriate – this may be verbal or digital.

Additional support for SEND pupils with additional needs

We recognise that 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:

- Teachers will differentiate work appropriately for SEND pupils at all ranges. This may include differentiated Zoom/Teams sessions, differentiated activities, set from online sources (Read/Write Inc phonics), physical resources and specific learning aids for individual pupils e.g. number lines, phonics mats, word mats, fine or gross motor activities.
- Individual reading books will be sent home and returned to school if this is a more appropriate strategy than online reading.
- School will liaise with parents to identify which areas of provision at home are causing difficulties for families and provide appropriate support for families to enable them to work with their children in line with EHCP targets as appropriate.
- Contact with specialist support teams (e.g. visual impairment team, cognition and learning team) will be made to provide to provide advice on the pupils' needs as identified on their EHCP.
- SENDCO and class teachers will make wellbeing calls to all children with identified individual provision in school (EHCP, My Support Plan) to review

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?

- Work will be set **weekly** by the class teacher on the year group page on the Learning from Home school website, for the children to complete at home, as they isolate. This will remain for children who go off, whilst their bubble is open. This work will be linked to the lessons being taught in school but only those lessons that are accessible remotely as teachers will be face to face teaching in school.
- Additional resources to be accessed through the website links on the year group page including online resources such as TTRockstars, Purple Mash, My Maths, Read Theory, Study Ladder, Oxford Owl and Epic Reading, will be made available.
- Parents can email the office at office@hstb.co.uk or schoolclosure@hstb.co.uk with any questions and teachers will follow up on any queries via email or telephone conversation. The school office will contact parents to keep up to date with information surrounding the children's return to school.
- Children will be expected to engage with the work and complete it to the best of their ability, so as to avoid falling behind with the class work.
- Parents will be expected to support the children's learning and promote a positive learning environment for the work to be completed; remove distractions from the children's area of work; set a time limit for work to be completed, and not go over that to avoid causing unnecessary stress and ensure equipment needed for the learning is ready before the lesson.