



Barton Park 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 if 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 on the first day or two of pupils being sent home?

We will make use of our established online learning platforms for each year group: Tapestry and Class Dojo.

We will make up paper based resource packs to give you and your child work to do, aligned to their curriculum age and stage. The focus will be on phonics, reading, writing and maths.

Links to helpful websites for extra work and wider curriculum will be posted on the learning platform.

A phonics video, either created by your teacher or making use of a pre-recorded video that addresses the relevant phase sounds, will be posted daily.

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.

- Phonics will follow exactly the same curriculum and will be accessible via videos made by your class teacher. These will be supplemented by practical activities as they would in class. Resources to support these daily lessons will be available for parents to collect from school.
- Reading: children will continue to make use of books directly linked to their phonic progression. These will be accessible via our online subscription to Oxford Owl.
- Maths: Will follow the same curriculum (White Rose). Teachers will create online resources, including instruction videos where helpful, to guide your child through their daily learning.
- Writing: : Will follow the same curriculum. Teachers will create online resources, including instruction videos where helpful, to guide your child through their daily learning.

We recognise the strains on some families during online learning, and therefore ask that parents support their child's learning in the above curriculum areas.

Teaching resources and activities will be provided to cover all other aspects of the KS1 curriculum. Teachers may use resources from: [BBC Bitesize](#) , [Twinkl Go](#), [The National Oak Academy](#) or other high quality resource. There will be a minimum of 3 activities per week. These will be as independent as possible, so parents can focus their time on supporting English and Maths.

Activities that support the full range of the EYFS curriculum will be suggested and links to online resources to support parents in engaging with these tasks posted online.

PE: We will make use of quality online resources such as Jasmine Real PE Home Learning and Joe Wicks.

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:

Reception	1-2 hours, across a day (with breaks)
KS1	2-3 hours

Accessing remote education

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

Year Group	Online Learning platform	Paper based additions:
Acorns	Tapestry	Phonics frame, laminated, and whiteboard pen. Number line to 20 Part whole model, laminated. Phase 2 tricky words Phase 2 and 3 sound mat.
Saplings	Class Dojo	-Work folder, supplied by school including lined, squared and handwriting paper. with printed resource inserts, to support early number and phonics included. -Where worksheets are referred to on the slides for practice of skills, these will be provided in a weekly pack, accessible for parents by 8am on Monday, or sooner.

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 contact all families within the first week to find out what their technical needs are.
- The government issues laptops to Year 3 and above, or for those families classed as vulnerable who are also shielding. If this is the case for any family, the Head of School will request a laptop on their behalf.
- Where a family uses data to access online school work, the Head of School will seek financial support, in line with government advice.
- Where a child cannot access work due to lack of device or wifi, the school will consider offering that child a place in school, providing it is possible within the school risk assessment.
- If this is not possible, paper based resources will be created for the duration of isolation and a phone call(s) with a school adult to explain tasks will be made available.

How will my child be taught remotely?

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

- Recorded sessions, led by the teacher
- Recorded teaching, led by other professionals. EG White Rose/ The Oak Academy.
- Printed paper packs produced by teachers, available to pick up weekly.
- Online e-books, chosen by your class teacher.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Phone-call phonics - for children unable to come in but who may benefit from additional support. Ideally this will use video technology (Google Meet / Google Duo) and will focus on reading with a school adult. This would happen a maximum of 3 x per week, as long as teaching capacity allowed.

What can a parent expect from online learning at Barton Park Primary?

Daily

- ★ Pupils must receive an average of 3 hours of work remotely each day.
- ★ An overview of each week's tasks will be accessible by parents by 8am on Monday morning, or sooner. It will be posted on the online learning platform.
- ★ An overview of each day's tasks will be clearly accessible by parents by 8am each day. This will guide the parent through the learning activities for the day. It will be posted on the online learning platform.
- ★ Children will be set the same amount of core teaching work they would normally be set in the classroom. This will take the form of teaching input, followed by written/practical activities.
 - PHONICS: 5-10 minute teaching input for phonics every day, recorded by the teacher, targeted towards group(s) of learners.
 - READING: At least one link to an e-book, using Oxford Owl, that is directly linked to the child's phonic level.
 - KS1: A daily guided reading activity, based on a class text. This must be clearly explained via written instructions or a video.
 - KS1 WRITING: Clear input for writing, supplemented by a video/narration that supports the completion of the following task. They do not have to be by the teacher if Talk4Writing/The Oak academy has suitable resources.
 - MATHS: 5 - 10 mins teaching input for maths each day. These input videos will provide clear explanations of new content and guide children towards completing the task set. They do not have to be by the teacher if WhiteRose/The Oak academy has suitable resources. For EYFS, they may be animations that support the concept.
 - TOPIC:

- Topic lessons can be set using [BBC Bitesize](#) , [Twinkl Go](#), [The National Oak Academy](#) or other high quality resource. There will be 3 activities per week. These should be as independent as possible, so parents can focus their time on supporting English and Maths tasks.
 - [PE will be set using Real PE Home Learning](#) or [Joe Wicks's daily workouts for schools \(Monday, Wednesday and Friday.\)](#)
 - If feedback shows pupils struggled with the tasks they were set, teachers may be asked to re-post an explanation adjusting the pace or difficulty of what is being taught.
- ★ In Acorns: Following the input videos, children will be set tasks to complete with their parents, using the resources provided and key activities will be recorded and uploaded via Tapestry.
 - ★ In Saplings: Following the input videos, children will be set tasks to complete in their workbooks.

Weekly:

In order to stay connected with our school community, the school will also post:

- A recorded assembly, focusing on our PSHE curriculum will be posted on the online platform. This will include a celebration of school community birthdays and recognition of a child's positive work/attitude that week. Teachers will strive to ensure all children are recognised over the course of the term.
- A selection of stories will be read and posted by different school adults over the course of 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?

- Daily engagement with the activities, with work posted online via Tapestry or Class Dojo.
- Teachers will make it clear which essential tasks need to be 'handed in' via the online learning platform.
- If you are unable to take part in the activities for any reason, please contact the school office as soon as possible on that day, with the reason you are unable to complete the essential tasks that day.
 - Where the school can offer further support to enable your family to access the learning for the child, we will do so. Please stay in good contact, so we can work together.
- At least one of the essential tasks each week will relate to the core areas of phonics/reading, writing and maths.
- If remote learning is not engaged with, the class teacher or Head of School will contact the family, as this equates to a missed day of schooling.

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 online learning daily.
- If a child has not posted any of the essential tasks, the parent will be contacted and support offered where possible.
- Teachers will provide feedback to pupils on their work at least weekly, but will aim to do this on a more regular basis. This may take the form of whole-class feedback or written individual feedback.

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:

- Essential tasks posted cover all core subjects and key skills. Teachers will use this evidence to inform them of progress.
- The Doodle Maths app tracks mathematical progress. This is used in KS1. Pupils and parents have access to this tracking.
- Teachers will provide feedback to pupils on their work at least weekly, but will aim to do this on a more regular basis. This may take the form of whole-class feedback or written individual feedback.

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:

- At this point in time (Jan 2021) all of the children on our SEND register are in school, receiving face to face education.
- In the case of self-isolation, teachers would make provision for children in the form of adapted work / individual videos / phone calls or video calls to support reading and phonics.

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?

If the school is open to all pupils, but a child is self isolating, they will receive:

- A daily recording of the phonics lesson that has taken place in school that day. This will be available within 24 hours of the lesson taking place. (All classes)

KS1:

- A weekly maths pack, containing daily work to complete. Links to WhiteRose videos will be posted on the online platform.
- e-Reading books, available through Oxford Owl.
- A weekly writing pack, containing daily work to complete. The teacher may post a video explaining the work, or call to talk it through with the parent.
- Topic suggestions in line with those listed in this guidance.

EYFS:

- Links to websites/suggested activities in line with those in this guidance.
- A paper pack of resources to help practice core English and maths skills.