



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.

This policy has been developed in consultation with “Review your remote education provision” (January 2021 DFE) and EEF research information.

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?

Links to online lessons or alternative remote learning activities will be placed on ClassDojo within 24 hours of pupils being required to stay at home. ClassDojo is the remote access learning platform currently used by the school. Messages and children’s work can be uploaded to the platform. Digital safety advice and protocols for the use of Class Dojo and for participation in on line meetings via zoom have been provided to families of children attending the school.

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?

When children are required to stay at home every attempt will be made to teach the same curriculum remotely as we do in school whenever possible and appropriate. Where it is possible, staff will post remote learning activities that link directly to the planned learning in class for the period of isolation. This will mean that the learning covered by children at home will cover the same objectives as would have been covered in class. It should be noted however, that while the learning objective will be the same the activities may differ from those occurring in class.

On occasions it will be necessary to adapt elements of the curriculum where it is felt these cannot effectively be delivered remotely. For example, certain elements of the PE curriculum may not work well remotely as a result of the age of children at Barnes Infant Academy. Therefore alternative elements of the PE curriculum may be substituted in their place.

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:

Key Stage 1	3 hours
Key Stage 2	Not Applicable
Key Stage 3 and 4	Not Applicable

Accessing remote education

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

Links will be placed on Class Dojo to a minimum of 3 online lessons on a daily basis. These may take a variety of forms including links to Oak National Academy online lessons, school provided lessons, links to White Rose Hub Maths and activities for children to complete.

These tasks and activities include for example phonics, English, Maths, Science, interactive games accessed through Education City, PE activities accessed via Joe Wicks, Dance activities, Music, rhythm and singing activities accessed via Tiny Tweeties and Mindfulness accessed through Cosmic Yoga.

Within EYFS, wherever possible, activities will be practical and interactive.

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:

If your child does not have access to the online lessons set Barnes Infant Academy will issue a paper-based pack of work for your child. This will follow the intended learning as closely as possible in terms of learning objectives though some activities may differ.

If you need a paper-based pack of work please share this information with the Academy as soon as possible.

Contact should be with Mrs Rushworth (Nursery or Reception) or Miss Young (Year 1 or Year 2) in the first instance. We will then make arrangements for you to collect the work or for it to be delivered to you. We will also make arrangements for collection of completed paper-based work at an agreed time during the period when your child is not able to come to school.

How will my child be taught remotely?

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

A mixture of approaches are used to deliver remote learning. These include:

- Recorded lessons sourced from Oak National Academy.
- Recorded teaching clips made by teachers within the Academy.
- Written descriptions of required activities.
- Practical and interactive activities..
- Printed paper packs produced by teachers (for example, worksheets, reading books, activity books).
- Educational games and activities are provided via Education City and Purple Mash.
- Oxford Owl will be used to provide parents with links to online reading books.

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?

Children should participate in the online activities provided through Class Dojo on a daily basis. Children are expected to complete all activities posted or the paper-based alternatives provided if they do not have internet access. Parents are advised to support their child in accessing the learning. Learning is designed to be completed in short chunks, therefore parents are advised to work with their child in a structured way including regular opportunities for the children to play and take a break from learning.

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

Teaching staff will respond to pupil's engagement with remote education on a daily basis. Mrs Rushworth (Nursery and Reception) and Miss Young (Year One and Year Two) will overview and monitor engagement a minimum of twice a week. When engagement is a concern class teachers will raise this during their weekly welfare call. If engagement continues to be a concern Mrs Rushworth or Miss Young will directly contact families with the aim of working with families to support and identify and address any barriers they are facing. All information will be shared with the Head Teacher who will also be involved.

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 pupils work is as follows:

Work posted on ClassDojo and Purple Mash will be checked by staff who will then respond to the work via the comment box option. Feedback will be given daily.

Games played online at Education City are automatically marked and all pupil's scores are available for staff to view.

Paper based work packs will be checked by staff on a weekly basis and feedback will be given via telephone if required.

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:

Children with SEND will, wherever possible access the same remote education as their peers. Where this is not appropriate class teachers and SENDCOs will set child specific learning activities for these children. These will be shared through ClassDojo or through paper-based packs where required.

As an Infant Academy we acknowledge that some of our children are unable to access online remote education. In these cases stage and developmentally appropriate learning activities, linked to the Early Years or National Curriculum, will be set via ClassDojo. These learning activities will be practical and interactive. Where children are unable to access the internet, paper-based practical activities will be provided instead.

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?

When individual pupils are self-isolating learning activities will be set on ClassDojo once confirmation is received that the child or a close contact of a child has returned a positive test or once a child has been absent for COVID-19 linked reasons for 48 hours. This planned learning will take into account the most recent learning and medical condition of the child to ensure progress and access to learning.

Within Key Stage One and Foundation Stage where the learning covered in class is suitable for remote learning the class teacher will set learning activities and tasks for the child to complete. These learning activities will link directly to the learning occurring within class. Feedback will be provided through the comment function on ClassDojo. Alternatively, if the child does not have access to the internet paper-based activities will be provided.

Within Key Stage One if the learning covered in class is not suitable for remote learning, links will be provided to Oak National Academy lessons. Within English the school follows planning provided by Sunderland LA linking Oak National Academy blocks of learning to the school English curriculum. This ensures that while learning may look different when delivered remotely, the content in terms of learning intentions remains consistent. Within Maths, alternative Oak National Academy lessons will be set in order to support the children's prior and future learning.