



Berkswell CE Primary School Remote Education Provision: Information for Parents

“So that pupils and their parents know what to expect from their school if they need to self-isolate, or where national or local restrictions require them to remain at home, we are asking schools to publish information about their remote education provision on their websites by 25 January 2021.”

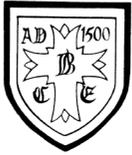
Remote Education Provision, Department for Education, Published January 2021

Background

Due to the dedication of our teachers and school leaders at Berkswell CE Primary School, we have already been delivering remote education, where it has been needed, and continually improving the provision in line with expectations and emerging best practice. In writing this information for parents and carers we have considered the latest research, such as from OFSTED and The Education Endowment Fund, alongside the requirements of the [remote education temporary continuity direction explanatory note](#), which makes it clear that schools have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19). This information document has also been written with due regard to the Safeguarding requirements for our children including information contained within [Teaching Online Safety in Schools](#), the government guidance document [safeguarding and remote education during coronavirus covid-19](#) and the statutory safeguarding guidance in [keeping children safe in education](#).

The school has presented its information using the [optional template](#), published by the DfE, and will continually review this document using further help and support via a range of sources including the [remote education good practice guide](#) and [school-led webinars](#).

After reading this document, should any parents or carers require and further information regarding any aspect of our remote learning provision please contact our **Remote Education Lead Teachers: Mrs. L. Baker and Mrs. H. Parker**, through the school email office@berkswell.solihull.sch.uk or by calling 01676 532141.



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The Remote Curriculum: what is taught to children at home?



All children at Berkswell CE Primary School will have immediate access to **Microsoft Teams**, from FS1 – Year 6. We have already conducted class inductions and Parents Evenings using this platform.

In the event that your child cannot access **Microsoft Teams**, and in exceptional circumstances to meet the needs of individual children, there will be a physical printed weekly learning pack, which will be delivered to your home for your child to complete, or you may be asked to collect them from the school's front entrance. As this learning will mirror learning in school, there is an expectation that this pack will be returned to school to allow staff to monitor and evaluate progress and allow constructive feedback which will inform future learning.

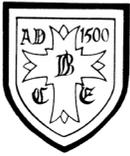
Will my child be taught broadly the same curriculum as they would receive if they were in school?

At Berkswell CE Primary School we teach a creative, broad and balanced curriculum which has been coherently and sequentially designed and planned to build on prior learning and new experiences. It is our ambition that our remote learning will mirror the same curriculum, broadly speaking, as we would deliver in school. As we continue to develop our provision, your child can expect to be taught broadly the same curriculum on **Microsoft Teams** using the same objectives, with work set from across the curriculum, including: Maths, Reading, Writing, Science, PE, RE, Geography, History, Phonics, Computing, Art and Design, Music and PSHE. Learning for all these subjects will have been **adapted** in order to make them more accessible within our remote learning platform.

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

Staff will plan work to meet DfE expectations. In Key Stage 2 (Years 3 - 6), your child will be set work which is equivalent to a minimum of **4 hours per day**. Whilst children in Key Stage 1 (Years 1 and 2), will be provided with a minimum of **3 hours per day** with less for those children in our Early Years Foundation Stage.

In the planned learning time for each day, your child will be given tasks for **Mathematics**, as well as **Literacy** which includes Phonics, Handwriting, Writing and Reading tasks. These will take up the **core learning**, and the greatest proportion of each day. The teaching of non-core curriculum areas will take a range of formats detailed in this document.



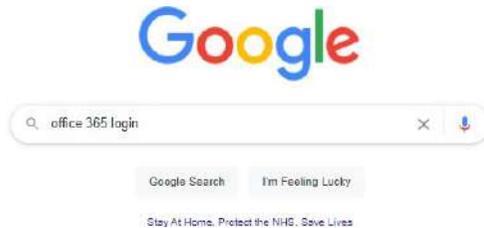
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Accessing Remote Education

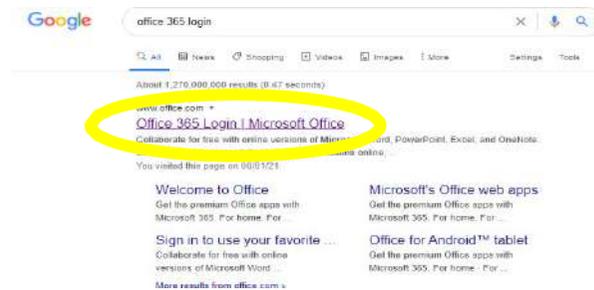
How will my child access any online learning that the school is providing?

At Berkswell CE Primary School, we use **Microsoft TEAMS** as the platform to deliver remote learning. During the Autumn Term, the children in school have all accessed their Teams account during Computing sessions. All the children from **FS1 to Year 6** have an **Office 365 username and password** and assignments are posted onto the **Teams platform** for the children to complete. The children's log in details have been shared with parents.

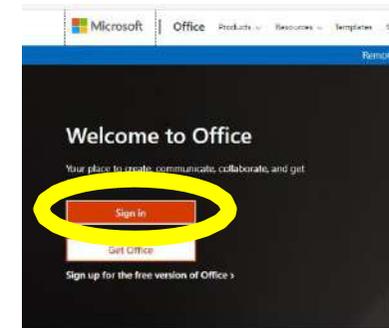
Step 1 - Put 'office 365 login' into a search engine



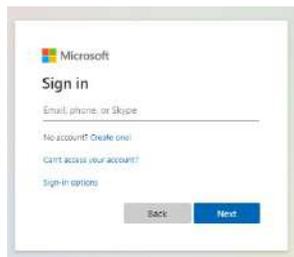
Step 2 - Click on the website to open 'www.office.com'

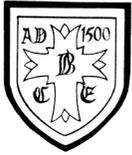


Step 3 - Click on "Sign in"



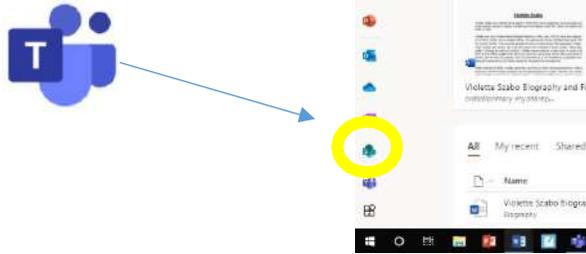
Step 4 - Enter username and password for your child – these have been sent to you via you child's class teacher. Their username is the one they use in school, and is followed with '@berkswell.solihull.sch.uk'





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Step 5 - Click the **Teams logo** down the side of the page – it has a small 'T' on it



If asked, select **'Use the web app instead'** unless you wish to download the app to your device

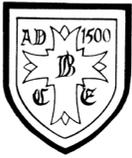


Step 6 - Click on the logo for **your child's class** to see current posts and assignments - for example



For those children in Years 3 - 6, in line with government guidance, we are continually working with families to identify children who:

- do not have fixed broadband at home
- cannot afford additional data for their devices
- are experiencing disruption to their face-to-face education



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In cases where the children meet **all 3 of these criteria**, the school will support applications to temporarily increase data allowances for mobile phone users on [certain networks](#) (EE, O2, Sky Mobile, Smarty, Tesco Mobile, Three, Virgin Mobile and Vodafone), or request a 4G wireless router. Further information for parents and carers on both these initiatives can be found by clicking [Get Help with Tech Education](#). In addition, the school will also make applications for vouchers from [BT's Lockdown Learning Scheme](#), which will allow access to the internet on up to three devices at a time, for free, until July 2021.

At Berkswell CE Primary School, some of our children may be identified as vulnerable within our risk assessments. In the guidance document, which can be found by clicking [HERE](#), vulnerable children include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
 - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
 - adopted children or children on a special guardianship order
 - those living in temporary accommodation
 - those who are young carers
 - those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
 - care leavers
 - others at the provider and local authority's discretion, including pupils and students who need to attend to receive support or manage risks to their mental health



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Any devices loaned to families will be **delivered by a member of staff or can be collected from school**. At the **end of any period of lockdown or closure of bubbles**, the device will then need to be handed back to school.

Our IT support team have enabled the devices to connect to a Wi-Fi connection and have installed the **appropriate software, restrictions and filters** we use in school to **monitor appropriate use** of the device whilst in the home. Any incidents that are highlighted through this monitoring will be dealt with in line with our existing policies in school.

How will my child be taught remotely?

The school has used the latest research and advice including [OFSTED](#) and [The Education Endowment Fund](#) to determine the most appropriate approaches to remote learning. As a result, we use a combination of the following approaches:

- **Digital remote education** (often known as online learning): this is remote learning delivered through digital technologies.
- **Blended learning**: a mix of face-to-face and remote methods.
- **Synchronous education**: this is live; a synchronous education is when the material is prepared by the teacher and accessed by the pupil at a later date.

The class teacher will teach your child using these approaches, in order to **replicate the classroom learning** experience as much as possible. Most of the lessons taught will be 'live' and will encourage whole class participation – creating a 'virtual classroom.' The children will be able to access a recorded session of the main class input. This is to allow families to access the learning at different points during the day rather than being restricted to a specific time for their learning. This approach will be used for the **majority of Maths and English** sessions, as well as other subjects. This will allow your child to be given access to a form of first-hand teaching, which they will have missed, in the classroom, along with the ability to pause and **revisit aspects** of the learning.

During the daily 'live' lessons in Maths and English in KS1 and KS2, the staff will remain on-line to answer any questions and support learning before bringing the whole class back together at the end of the lesson. In other areas of the curriculum, there may be recorded, 'live' or signposted lessons.

For some sessions, your child may be asked to access some of the sites and programs we use in school such as TT Rock Stars, Spelling Shed, My Maths, etc.



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Our Teaching staff will also use links from recognised websites to support your child in their learning i.e. [YouTube](#), [Home - BBC Bitesize](#), [DK Find Out!](#) or the [Oak National Academy Online Classroom \(thenational.academy\)](#) or the staff may signpost children to programmes on **CBBC** or **I-player**. All of these links will be carefully selected to enhance your child's educational experience and provide a high level of motivation and engagement. Additionally, your child may be sent links to other resources we already use in school which are linked to our phonics and mathematics schemes. The children are actively encouraged to **access them freely** in pursuit of their own interests. These resources will be used as a **learning tool** to support the children and assist them when completing the activity. As with our lessons, they will be able to re-watch the resource as many times as they choose.

As a result of our approach, work **will be completed** using a range of resources. The assignments provided may be created by the staff at school – as they would be in the classroom, whereas some work may be used from the schemes used in school. Most of the work will be accessed via Teams, either in the folder or set as assignments. Some work in the younger years, particularly, may need printing to be completed and sent to the class teacher.

Engagement and Feedback

What is school's expectations for my child's engagement and the support that parents and carers should provide at home?

Parent/Family



It is our ambition that the children and families of Berkswell CE Primary School will use the remote learning experience as a positive one and continue to work with their children to maintain a love of learning. It is our expectation that children will **engage fully** with the expected hours of learning for their Key Stage, and follow the **sequential, progressive and developmental learning** that we have put in place. The work set, using the remote learning platform, will **replicate learning in the classroom** in our ambition to deliver the very best to encourage our children to be **productive, positive learners** who are **resilient and persevere** when facing difficult tasks. This approach means that if the children miss sessions of learning, for whatever reason, their potential **progress could be hampered** and so to engage fully is vital.

When your child is completing the work, they will need to complete it to the best of their ability so it may be a good idea for you to develop a set routine for your child, in order for them to access all of the learning throughout each day. Through our approach, we have acknowledged that, for some families, there may be **difficulties in accessing live sessions** at specific times, either because of the number of children in different classes in our school or due to children in the household attending a different school altogether. We also recognise the pressures parents are under working from home whilst juggling remote learning. Teachers will monitor engagement and provide feedback through Teams and via email where appropriate. They will make contact with parents if they have any concerns.



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EYFS

There will be a **daily meeting** for all children. This usually takes place across two sessions allowing all children to have an input and some interaction with the teacher in a smaller group. Some children may find talking in a larger group remotely more difficult and therefore are more confident to speak when only a few children are online.

Daily plans and resources for these meetings are accessible to all through the TEAMS files. The teacher will discuss the learning for the day and the activities for the children to complete. During this time, there will also be an opportunity for some **direct teaching** with an emphasis on literacy and maths.

Some of the teaching may take the form of pre-recorded lessons, which can then be accessed at a time that is more flexible for parents to support their child. Adhering to the Early Years Curriculum, many of the activities are based around a theme and continue to be play-based or have a practical, fun nature. Whilst this ensures children continue to learn through play, skills, understanding and knowledge are developed.

An **afternoon TEAMS drop-in meeting** is also an opportunity for children to show the teacher the work they have completed. This is a flexible session for children and parents to join if they wish to. This session allows for parents to discuss concerns or ask questions. It also gives children more of an opportunity to have feedback on their task or completed work.

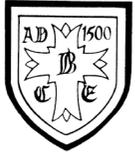
Weekly parental feedback sheets are sent to the teacher to ensure the teacher is aware of an individual's learning and can therefore offer further support when required. Emails with photographs of children's work can also be sent to the teacher for further feedback.

Key Stage 1: 3 hours (with younger children receiving less)

Key Stage 2: 4 hours



Our expectations of parents, when supporting their child at home, is the same as we have asked for in school previously. Regular practice and hearing your child read for just **10 minutes a day** can make a huge difference; practicing their phonics and spelling work **each day** and encouraging your child to access TT Rockstars or Spelling Shed will all help them to develop those key skills and building blocks for the future. With regards to the other learning, such as the support given during our usual home learning tasks, we know that our parents and carers will give the **same levels of support** as they always have. The children will have **videos to look back on if they are unable to attend the 'live' lessons** with demonstrations of the methods we are teaching and parents will have regular contact with the teacher to address their concerns and their needs. Through the **excellent partnerships** that already exists between school and home, the children will thrive and, for everyone involved, our expectation is that we all give of our best.



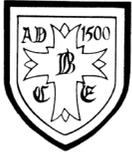
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Provision for Key Stage 1

Provision for Key Stage 1 will be as follows:

- **Session 1 - English Live Lesson (9:30 – 10:30)**
 - After the delivery of the lesson, the children will come off line to complete the task. The teacher will remain on-line for any questions. The class will come together at the end of the session to reflect on their learning.
- **Session 2 - Maths Live Lesson (11:30 – 12:30)**
 - See above
- **Session 3 - Non-core curriculum Area (1:45 – 2:45)**
 - This session will be delivered by either:
 - Live Lesson
 - Recorded Lesson
 - Signposting to resources
 - This third session on a Friday may be used as a 'Golden Time' slot (PSHE)
(Year 1 will also be receiving separate Phonics lessons across the week)

Feedback Sheets will be used on a weekly basis requiring parents to comment on their child's learning, although we would encourage children to send in their work for teacher to see. Teachers may identify key pieces of work which they wish to receive. We are developing the use of Assignments using Teams.



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Provision Key Stage 2

Provision for Key Stage 2 will be as follows:

- **Session 1 - English Live Lesson (Year 5 and 6 – 9:00 – 10:00) or (Year 3 and 4 - 9:30 – 10:30)**
 - After the delivery of the lesson, the teacher will remain on line during the session to answer questions and to support those children who need it. The class will come together at the end to reflect on their learning.
- **Session 2 - Maths Live Lesson (Year 5 and 6 – 11:00 – 12:00) or (Year 3 and 4 - 11:30 – 12.30)**
 - See above
- **Session 3 - Non-Core Curriculum Area (1:15 – 2.15)**
 - This session will be delivered by:
 - Live Lesson to introduce/talk about the work for the afternoon
 - Recorded Lesson
 - Signposting to resources
 - The third session on a Friday may be used as a 'Golden Time' slot (PSHE)
- **Session 4 – Non-Core Curriculum Area (2:30 – 3:30)**
 - This session will be delivered by the teacher signposting children/parents to prepared resources

Feedback Sheets will be used on a weekly basis requiring parents to comment on their child's learning, although we would encourage children to send in their work for teacher to see. Teachers may identify key pieces of work which they wish to receive. We are developing the use of Assignments using Teams.

Reading Books

FS2

- The collection of books will be from the car park on Thursdays between 2:30pm and 3:00pm – drive and collect system
- Books for changing will need to be dropped off on Mondays between 9:00am and 3:30pm in boxes outside the front entrance.



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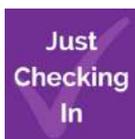
Years 1, 2 and 3

Teachers will be sending home three reading scheme books each Friday. In order to limit contact and to facilitate this in the safest possible way, we will run a 'drive through reading books' system'.

- Year 1 collection/drop off time will be every Friday between 11:30am – 12:00pm
- Year 2 collection/drop off time will be every Friday between 12:00pm – 12:30pm
- Year 3 collection/drop off time will be every Friday between 1:00pm – 1:30pm

If your child is in Year 4, 5 or 6 and is currently on the school-reading scheme, their class teacher will contact you to arrange for books to be sent home/collected from school.

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



One of the reasons that, as a school, we chose **Microsoft Teams** is because it allows teaching staff to quickly identify which children have "**viewed**" the work and which children have "**turned in**" the work so that teachers can **mark the work effectively** to allow them to **plan the next steps** of learning from their assessments.

We are currently developing this aspect of our provision. Whilst this is developing children are either completing work in the Teams folders or attaching and scanning in work to the class teacher. Teams also allows us to see a register of who has accessed the 'live' lessons.

The teachers will make calls to families based on an **assessment of need** to ensure that any issues are addressed. Our parents also have access to **the teachers' emails** through which they can contact their child's teacher, so with all of these methods in place, we hope to facilitate an ongoing dialogue as to what difficulties and successes the children are having.



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Our **Special Educational Needs Coordinators**, our **Child and Family Support Worker** and **Designated Safeguarding Lead's** will monitor the school's online reporting system, C-POMS, to track engagement of specific groups or individuals using a RAG rating so that any issues raised by parents and carers, alongside teachers' comments can quickly assess what is happening. A persistent, lack of engagement will be followed up by a member of staff to identify the issue and look for **possible solutions to any concerns**.

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



Feedback can take many forms and may not always mean extensive written comments for individual children.

In school our teachers use formative and summative assessment. These forms of assessment allow our teachers to **start from where the children are**, and use their knowledge of each child and their achievements in their **prior learning to set tasks**. In our remote learning this will be the same.

The teaching staff may use **quizzes and short tests** and tasks to assess the children. They will use their discussions with the children and parents to **assess achievements and barriers**, to inform them of the **next steps** and they will **monitor closely** the work that is submitted by the children to make summative and formative judgements of **where the children are**, and **where they go next**.

Feedback throughout the week for Maths and English will be in a range of forms including a comment using **the 'feedback' tool** on **Microsoft Teams** or an extended mark of a piece of writing. From this, your child will then be able to make any changes as they would do if they were in the classroom.

In some cases, assignments may also be uploaded with a mark-scheme to accompany it so that families can use them to mark work and get an instant feedback as to correct or not. Feedback will vary dependant on the task set

