

Barnes Farm Junior School

Henniker Gate, Chelmer Village,

Essex CM2 6QH

Head Teacher: Mr R McTaggart

Tel: 01245 467973

Fax: 01245 461947

E-mail admin@barnesfarm-jun.essex.sch.uk

Website: www.barnesfarmjuniors.co.uk



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Dear parents/carers,

As you may be aware, schools are now required to have a remote learning plan in place so that any child who cannot attend school because of COVID-19 (but is well) does not miss out on their learning. This letter explains our plans for remote learning for children who have to self-isolate but are well, or where local or national restrictions mean that all children or 'bubbles' of children need to stay at home.

Our Remote Learning plan

Our remote learning plan has been made with our pupils and their families in mind. We recognise that any remote learning approach presents challenges to all families but we believe that this strategy will work best for the children at our school.

The 3 scenarios

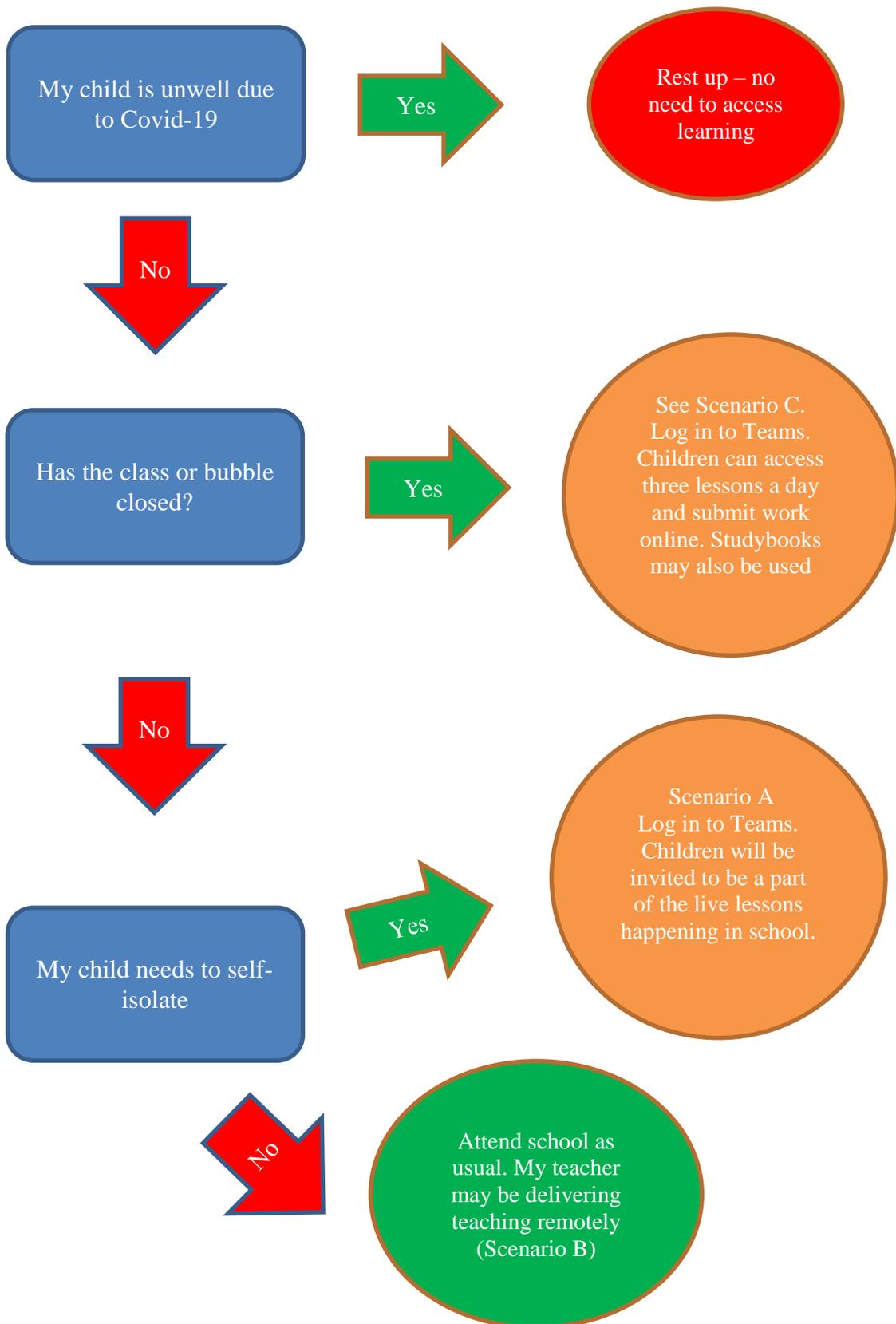
We have designed the plan with 3 scenarios in mind:

- A) *an individual child is self-isolating from school but well enough and able to work from home by accessing remote learning*
- B) *a class teacher is self-isolating from work but able to work from home by providing teaching remotely*
- C) *a bubble or the school has been closed and all learning is happening at home*

The flowchart on the next page outlines how to respond in the event of Covid 19-related illness or self-isolation.



Flowchart for Parents on Remote Learning



➤ Scenario A

In this scenario, children will be invited to connect with the lessons occurring in the classroom in real time. This will be accomplished by using the Microsoft Teams program, where an audio link to the teaching will be offered at the start of the day. Teachers will be able to share their screen and other resources as appropriate and the individual child will be able to engage with some or all of the tasks being undertaken by the rest of the class. Documents to support learning may be uploaded in Teams within 'Assignments'. Most lessons will be able to be shared in this way, but some activities - such as PE or ICT - are unlikely to be accessible. On most days, we would expect the individual child to access a minimum of three hours of lessons (Maths, English and at least one other lesson). Teachers and Teaching Assistants will be largely focused on the majority of children present in the class but will ensure there is communication with the self-isolating pupil, for example, to provide clarification, answer questions or give feedback.

➤ Scenario B

In this scenario, children will attend school as normal and will be in their usual classes, receiving teaching input from their own teacher who is joining and leading the lesson remotely from the large, classroom interactive screen. This is superior in many ways to having supply cover as the teacher will have planned and organised the content of the learning themselves; they will be able to seamlessly continue the series of lessons they have been delivering; and they know their class and their needs better than anyone else. Teaching assistants will be present and able to support in class by managing behaviour expectations; facilitating the learning experience (e.g. by encouraging children to answer questions or to engage with peer discussions); monitoring the engagement with and high expectations of individual pupil work; and managing and supervising the transitions between lessons and/or other timetabled events (e.g. virtual assemblies, break times, lunch, library lane slots, etc.). No class will be left unsupervised by an adult at any time.

➤ Scenario C

In this scenario, both the teacher and the whole class are working/learning from home. All children will be able to join in lessons via Microsoft Teams. If this involves a whole year group, each of the three teachers will take responsibility for delivering one particular subject throughout a week to all pupils, with the rest of their time focused on supporting learning in the other lessons (for example by responding in real time to questions their own pupils have via the message system, by clarifying aspects of the learning, by reviewing work and providing feedback, etc.).

The lesson times for all year groups will be set as follows:

- 9am: Early morning work and/or 'wake up' activity
- 9.30-10.30am: English lesson
- 11am-12pm: Maths lesson
- 1.30-2.30pm: Foundation subject lesson (e.g. art, geography, RE, history, etc.)

The teacher will be able to share access to their screen so that resources such as PowerPoint presentations or Word documents can be viewed. They will also be able to assign tasks to children, sometimes by sending documents to work on within 'Assignments' (within Teams). The teacher may ask the children to return these tasks at the end of the lesson so that they can view them and give feedback. This will not necessarily happen in every lesson.

What you'll need at home

- A device that can access the internet, such as a laptop, desktop computer, tablet or smartphone. It does not have to have a camera or microphone to be able to access the Teams meetings.
- The individual pupil login details for Office 365
- Paper/notebook and stationery to record notes and work



- The revision books given out this term
- Ideally, a quiet space at home where the pupil can work without interruption or distraction

We know that the home environment is not a good substitute for school, and space and resources to access the learning are not always readily available. Unfortunately though, we do not have ample IT resources to loan out devices to everyone who would benefit from them if a whole bubble or the school were to close.

What we expect from your child

It is important that your child engages with home learning and keeps to their timetable. If requested, they should send their teacher the completed tasks they have been working on.

We also expect them to engage appropriately - to participate in the lessons as they would at school. We will still have high expectations about effort, focus and behaviour. The teacher can control the settings of the Teams meetings to prevent pupils from messaging or talking to each other, but pupils should not be seeking other ways in which to communicate with their friends during lesson time - their focus must be on the learning.

If your child is at home but actually feeling unwell, there is no expectation to engage with remote learning until they have recovered. This should be communicated to the class teacher, both the day he/she is ill for the first time and the day when they are rejoining the learning.

What you can do to help

We appreciate that if scenarios A or C arise, they may present some challenges for you. We kindly ask for your support so that we can continue to provide high-quality education for your child during this time. Younger children in particular may need support in accessing online materials and staying focused with their remote learning. We ask that you help them as much as you can.

At the same time, we don't expect you to watch your child all day, and we wouldn't expect parents/carers to get involved in remote lessons in place of our teachers. But, it would be really helpful if you can take an active role in your child's learning by asking them about their day and what they've learned. Our top tips:

- Try to encourage your child to be ready and dressed for the start of the school day, and to keep to their timetable
- Distinguish between weekdays and weekends, and make it clear when the school day is over, to separate home and school life
- Plan breaks and exercise into the day to help keep your child active

Please keep in touch with us and do let us know if you're having any difficulties with remote learning, or if you have any questions. You can contact your child's class teacher via eSchools. Thank you for your continued support.

Yours sincerely,

Mr R McIntosh
Deputy Headteacher

