

## **Moss Side 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 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?**

Staff have pre-prepared work to cover the first two days of a bubble or whole school closure. In some instances, this may have been sent out in advance by class teachers (particularly for younger class groups where paper resources are especially important). All further information will be delivered via **Class Dojo**.

## **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 will teach remotely an adapted version of the same curriculum which we would normally deliver in school wherever possible and appropriate. However, we will inevitably need to make adjustments in some subjects in order to adapt these to remote provision.

For example, it could be that the work delivered during the week is largely the same as that which the pupils would have done had they been in school; or it could be work from later in the term which might be more suitable for remote learning and which can be delivered without disrupting a sequence (such as blocking shape work in maths). This will, of course, depend on how long the period of remote learning is for.

All pupils (whether they are the children of critical workers in school or those pupils learning at home) will receive the same curriculum during periods where school is 'closed'.

Each day there will be a core lesson of maths and English, together with consolidation activities (such as times tables revision) and at least one 'other' subject to study during the day e.g. science, geography, history etc. Some days will also include PSHE and wellbeing lessons for pupils or other suggested activities. (These will be communicated via Class Dojo.)

## **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	Approximately 3 hours*
Key Stage 2	Approximately 4 hours*
*This includes important consolidation activities e.g. reading, number bonds practice.	

## **Accessing remote education**

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

All of the work and relevant resources will be distributed via Class Dojo (with links to external sources, such as Google Drive, where necessary).

Every child is able to see their own profile and parents also have access to this.

## **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:

Karen (Family Support Worker) will contact families where prior concerns have been raised re. access to computer devices and/or internet. Class staff will also seek to clarify if this is causing any issues for remote education when they message and/or call.

Devices will be distributed starting with older classes first and initially on a one device per household basis. These devices are on loan and parents must sign the loan agreement.

If any parents have any ongoing problems, they should let school know through the usual channels. During periods where the whole school is 'closed', any 'technical' problems can be e-mailed to: [homelearning@mossside.lancs.sch.uk](mailto:homelearning@mossside.lancs.sch.uk). However, as this e-mail may not be monitored constantly during a "bubble closure" or during normal term time, at these times, Class Dojo would be the route for technical questions which can be forwarded as necessary.

Print outs of work are available on request. For whole school closures, daily print outs are left in the entrance to school (weekly for EYFS).

Because photographs of completed work can be submitted as well as uploads of files, we anticipate that most pupils will be able to submit work to Class Dojo on a regular basis. For those few pupils (or parents) who are unable to upload work, arrangements will be made to collect in the child's exercise books in order for staff to view and assess the completed work.

We would still like pupils to continue reading from school reading books on a regular basis and these books will be exchanged on Monday and Thursday by leaving them in the front entrance and collecting the new book from the class box.

## How will my child be taught remotely?

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

- Live teaching via Zoom as part of PSHE/ welfare check ins. These will be 2-3 times per week.
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) or commercially available websites supporting the teaching of specific subjects or areas (e.g. White Rose maths), including video clips or sequences. Class teachers will make the decision based on suitability for their class.
- The above will usually form the basis of any English and maths lessons and some 'other' subjects.
- Printed paper packs (e.g. workbooks, worksheets) produced by the child's teacher for those individual pupils for whom this is considered more suitable than a whole class online learning approach.
- Reading books are taken home. There will be an opportunity to change reading books twice a week for those on the school reading scheme. For 'free readers', books can be chosen from home or the school library (Children should message Mrs Fahey if they require a change of book).
- Long-term project work and/or internet research activities may form the basis of history or geography.
- All learning will be communicated via a weekly remote learning plan, which is posted on Class Dojo by Sunday evening. Daily resources will be shared via hyperlinks within the weekly planning document or posted daily on Class Dojo. Class teachers will inform parents which lessons will be posted when.

## 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?

- Ideally, we would like all pupils to complete all of the work that is set. If there are particular issues why (on some limited occasions) this proves problematic, English and maths should be prioritised. It is important to discuss any issues with your child's teacher so that we can do our best to help.
- Wherever possible, support your child by discussing work, then checking answers etc – we know the ability to do this will vary by the time available in each household. Uploading work to the portfolio will allow staff to assess and make suggestions for improvements to pupils – especially for older pupils who are able to work more independently.
- Find what works best for your family in terms of time and routines – we all have different responsibilities and commitments. There is no 'right way' to go about learning from home, but aim to set up a routine for your child and provide them a space to work.
- Having the usual 'get ready for the day' routine (wash, teeth cleaned and breakfast) is usually the most beneficial way to start the day (even if it is a little later than a typical school day and everyone wants to stay in pyjamas).
- Try chunking the day e.g. do an English activity and then watch half an hour of TV or play a computer game. Then do a maths activity and watch half an hour of TV. Your child could create their own timetable and leave it on display.
- Try to ensure that your child takes part in the regular class Zoom sessions as they are excellent for well-being.
- Let staff know if there is an issue with technology access (iPads, laptops etc) and/or internet in your house. We might not always be able to help, but we will certainly try!
- Remember, remote learning is always going to be different from a school day. That is to be expected. Be kind to yourselves as parents and carers.
- We are here to support via Class Dojo as best we can – no question is a silly question and we are here to help as much as we possibly can in this difficult situation.

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

- Class staff will check work via Class Dojo portfolios work submitted on a daily basis. Although we understand that there might be a reason why this is not submitted one day (technical fault etc) it is **very important that work is submitted regularly** so that staff can assess this and set suitable learning for future lessons.
- Class staff will make contact via Class Dojo initially and then via phone should they feel it useful to check on a child's engagement and/or progress; regular posting (ideally every piece) will make it easier for class staff to monitor how each child is coping.
- If the initial conversations between parents and class staff do not solve issues with engagement (including such practicalities of uploading work) and there are still concerns re. engagement, this will likely be passed to Karen, Mr Wright/Mrs Heaton or Mrs Glynn (SENDCo).

## 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 valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Class teachers will assess work as it arrives and seek to make comments at regular intervals (e.g. for 6 pieces uploaded that day, there might be 1 or 2 comments)
- Staff will utilise pre-recordings and/or Zoom meetings to celebrate achievement and give whole class feedback.
- Planning for future lessons/weeks will also be adapted based on the assessment of the work submitted.

## 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:

- All primary aged pupils are likely to need some support to access remote education.
  - For pupils with SEND who require more support, Mrs Glynn (SENDCo) will liaise with parents via Dojo and phone.
  - Karen will liaise with those families who may be finding it difficult establishing routines, coping with behaviour etc, or where there may be any welfare issues.
- \*In all instances, class teachers are available via Class Dojo.

## **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?**

Home Learning Packs are available for self-isolations when the rest of the school is still learning face-to-face. These packs are available on the school website and are regularly updated so that they are relevant to the current learning for the year group.

During periods of self-isolation, the child's class teacher can still be contacted directly through Class Dojo.