

Pleasant Street Primary School

Remote Education – Information for Parents

January 2021

(Review Date July 2021)



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Remote education provision: information for parents

Pleasant Street Primary School has provided this information which is intended to provide clarity and transparency to pupils and parents or carers, about what to expect from remote education if local restrictions or national lockdowns 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?

Every endeavour will be made to ensure that the remote education offer will immediately be matched as closely as possible to the daily curriculum children would receive in school. This will include pre-recorded video tutorials, used as a substitute for regular teacher input in school lessons. This will be followed by activities and tasks for the children to complete independently or with family support (e.g. parents or older siblings).

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. However, we have needed to make some adaptations in some subjects. In practical subjects such as PE, Design Technology and Computing where the equipment used may not be available at home, teachers will adapt activities so they closely match curriculum objectives in these areas. Additional resources are available on request to support families to access the curriculum. This includes devices (other than those provided by the DfE), connectivity and physical resources.

The school will offer recorded video tutorials provided by the teachers linked to our own curriculum. We have chosen this method rather than live lessons, as we feel this provides greater flexibility for families to support their child's learning.

Meet and greet Zooms are scheduled for each morning and a further afternoon Zoom session is used to support formative assessment and feedback. This is then used to inform future planning. In EYFS the afternoon session is available for parents to feedback and ask questions. Staff will continually feedback to pupils work and questions between the hours of 9-3pm.

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:

<p>Primary school-aged pupils</p> <p>We would recommend that families create their own timetables that meet the needs of their own family circumstances. This will help ensure requirements are met and routines established.</p>	<p>Key Stage 1</p> <p>3 hours a day on average with less for younger children (in line with DfE guidance).</p> <p>Key Stage 2</p> <p>4 hours a day (in line with DfE guidance).</p>
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Accessing remote education

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

<p>Work is uploaded to Seesaw daily for children and parents to access. Staff will be online between 9-3pm engaging with pupils and offering feedback. Our school website has a dedicated page to home learning with tutorials and guides for how to access the work. A dedicated teacher is responsible for dealing with queries, technical issues and support.</p>
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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:

Families have been supported with devices and connectivity as necessary in response to the data collected from school surveys prior to most recent lockdown restrictions. Further messages will be sent regularly during closure to signpost parents to the contact email to use if they are experiencing any difficulties. Devices have been issued to families with a home school agreement that states devices will be used in accordance to the schools e-safety policy and appendixes (available on the school website).

Data packages have been distributed based on the connectivity information collected from school surveys prior to most recent lockdown restrictions. This will be reviewed at regular intervals ensuring that families successful interaction with the learning platform is not hindered due to poor or no connectivity. Parents have also been signposted via the website to the announcement concerning free additional data bundles from a range of mobile/broadband providers.

Paper based packs are available on request but are considered a last resort as we feel daily interactions on our online platform is the most effective way of supporting pupils learning at this difficult time and online feedback can assist in correcting misconceptions much sooner than with paper packs. It is our aim to ensure that no families cannot access our online learning platform due to lack of device or connectivity.

How will my child be taught remotely?

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

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. In practical subjects such as PE, Design Technology and Computing where the equipment used may not be available at home, teachers will adapt activities so they closely match curriculum objectives in these areas. Additional resources are available on request to support families to access the curriculum. This includes devices (other than those provided by the DfE, connectivity and physical resources).

	Seesaw (updated daily) Work to meet the needs of the individual child
Nursery	<ul style="list-style-type: none"> • Activities set to engage children for all Areas of Learning. • Phonics – Phase 1 activity uploaded daily for the children to complete. • Intervention groups to continue with additional work relating to the intervention set for pupils who access it in school. (Wellcomm) • Daily zoom greeting. • Work to be acknowledged and marked between the working hours of 9am-3pm. • 1 page profiles used to set activities to meet personal targets of pupils with SEND.
Reception to Year 2	<ul style="list-style-type: none"> • Daily activities to replicate usual school day. • Pre-recorded input from teacher for English and Maths lessons with a follow up activity for the children to complete. Videos used in a mini plenary style (5 minute videos followed by activities) • Phonics – letters and sounds planning and resources to be used and uploaded for parents. • Y1 and 2 – Read Chapter of WCR book and set questions from planning. • Some intervention groups to continue with additional work relating to the intervention set for pupils who access it in school. (NELI, Phonics, Nessy) • Pre-recorded input from teacher for other curriculum areas with a follow up activity for the children to complete. Videos used in a mini plenary style (5minute videos followed by activities) • Ask the parent to read with child. If there are no books available at home, signpost to websites such as Oxford Owl. • Daily zoom greeting. • Work to be acknowledged and marked between the working of hours of 9am-3pm. • 1 page profiles used to set activities to meet personal targets of pupils with SEND.

Year 3 to Year 6	<ul style="list-style-type: none"> • Daily activities to replicate usual school day. • Pre-recorded input from teacher for English and Maths lessons with a follow up activity for the children to complete. Videos used in a mini plenary style (5minute videos followed by activities) • Pre-recorded input from teacher for other curriculum areas with a follow up activity for the children to complete. Videos used in a mini plenary style (5minute videos followed by activities) • Read Chapter of WCR book and set questions from planning. • Ask the parent to read with child. If there are no books available at home, signpost to websites such as Oxford Owl. Liverpool Libraries e-books or I Love Reading for Kids extracts. • Daily zoom greeting. • Work to be acknowledged and marked between the working of hours of 9am-3pm. • TT Rockstars and Spelling Shed– encourage daily log in. • 1 page profiles used to set activities to meet personal targets of pupils with SEND.
Class 7	<ul style="list-style-type: none"> • Pre-recorded story telling for the children with a follow up activity. • Phonics – letters and sounds planning and resources to be used and uploaded for parents. • Individual targeted speech and language set (as planned for by speech therapists) • Ask the parent to read with child. If there are no books available at home, signpost to websites such as Oxford Owl. • Daily zoom greeting. • Weekly ‘check in’ phone call home. • Work to be acknowledged and marked between the working of hours of 9am-3pm. • Fortnightly calls/emails to children’s home school to ensure children are engaging in work/communication from school.
Expectations of checking work for self-isolation.	<p>Teachers to acknowledge and comment work on a weekly basis.</p>
Expectations of checking work during a lockdown/class closure/school closure.	<p>During working school working hours 9 to 12/1 to 3. Except Wednesday Afternoon when teachers will be taking their PPA to plan for the next weeks activities.</p>

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?

We aim for all pupils to engage with remote education via our online learning platform (Seesaw). Attendance at the daily Zoom sessions will help to support parents to establish routines.

Daily activity logs of the children's participation will be recorded by teachers and monitored by the school leadership team. Where participation is low or non-existent, families will be supported by the school leadership team to overcome barriers that are preventing effective learning from taking place. Home and school communication is essential in ensuring that our remote learning package is successful for all families.

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

Daily activity logs of the children's participation will be recorded by teachers and monitored by the school leadership team. Initially a message will be sent via the school app to engage with parents and offer support.

This will be followed by regular phone calls if participation does not increase. The school will seek to support parents in developing routines and timetables. This will be facilitated by the school leadership team and Family Liaison Officer.

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:

Feedback is most effective when given quickly, therefore we have timetabled staff so they will continually feedback to pupils work and questions between the hours of 9-3pm.

The planned afternoon Zoom sessions are used to support formative assessment and feedback. This is then used to inform future planning. In EYFS the afternoon session is available for parents to feedback and ask questions.

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:

Activities have been planned to meet the needs of all pupils including pupils with SEND who will have remote learning personalised for their needs. Our school SEND team will make regular contact to see if parents require further support or guidance.

Parental involvement in afternoon Zooms is used by the staff to gauge the appropriateness and ability of children to access the activities both individually and with support and parental feedback will feed into future planning.

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?

In the event of a pupil needing to self-isolate when school is fully open, pupils will be set work to complete using the online learning platform (Seesaw). In the absence of pre-recorded sessions, other sources including Oak Academy and school based activities such as Literacy Counts and Maths Shed will be provided for the pupils. Teachers will also acknowledge work at regular intervals.