

Parkside Primary Academy: Information about remote education

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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 page 9.

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?

Teachers will provide work using Class Dojo for pupils in Years 1 – 6 to complete independently. In the Early Years Foundation Stage (EYFS), work for children can be found on the class blog which is accessed via the Parkside Academy website ; EYFS Parents/Carers will use Early Essence to upload examples of learning on to their child's Learning Journey.

A reminder link for children's Class Dojo accounts are emailed to parents where required.

All children are issued with a Learning Pack from school which comprises of a writing and maths book (Mark making book for EYFS), basic resources including pen, pencil, ruler, rubber along with other items children may need to complete their work e.g. maths manipulatives, number line, dictionary.

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 may need to make some adaptations in some subjects; for example, children may be set projects or one off lessons for PE, Art and undertake different Well Being activities. Some resources which would normally be used at school but may not be readily available at home (e.g. an atlas) may mean that some remote lessons would be taught differently according to what kind of equipment is required. In this case, the child may use Google Maps instead of an atlas.

Where appropriate, staff may also use videos to aid teaching and learning which are made by other educational sites and providers, e.g. Oak Academy or White Rose Maths.

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:

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|--------------------------------|--|
| Key Stage 1 Year 1 & Year 2 | 3 hours (please see the link below – there are minimum expectations for remote provision.) |
| Key Stage 2 Year 3 – Year 6 | 4 hours (please see the link below – there are minimum expectations for remote provision.) |

Accessing remote education

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

Access to online remote education for Year 1 – 6 is via the Class Dojo website or app.

Access to online remote education for Early Years Foundation Stage (EYFS) children is via their class blog, available on the Academy website and also through Early Essence which holds each EYFS child's Learning Journey.

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:

All parents/carers completed an accessibility questionnaire in November 2020, giving an indication of how many children had access to the internet and on which types of devices. We recognise that in many households, particularly those with multiple school age children, it is unrealistic to presume that every child has access to their own electronic device. Therefore we understand that children will often be sharing devices with each other and/or their parents. At Parkside, we know our families very well and some families will receive immediate pre-emptive support where there is a need for their children to switch to remote education. This support may be through loaning of electronic devices by school to families, where parents sign an agreement and will agree to return the equipment when their child no longer needs remote education. Unfortunately we do not have enough devices for each child on roll, therefore devices are prioritised and loaned to those who have no access to any device. Due to this we understand that many families will be sharing devices and we recognise that this is not ideal, that is why Parkside's live remote education offer is asynchronous.

Additionally, through communication with all parents and immediate feedback/assessment of remote learning after the first few days, staff undertaking phone calls and parent/carer contact will inform leadership immediately if they have concerns around children who are failing to access remote learning or any families who express barriers to remote learning. Every child is contacted at least once weekly by their class teacher. SEND and vulnerable children are contacted more frequently. Contact is made with each family and their individual barriers to learning explored. Where telephone contact cannot be made, home visits are undertaken by the Leadership team. In many cases, families are given the opportunity for their children to access learning in school either on a full or part time basis. Where children are digitally excluded, regular school attendance is insisted upon; this is also supplemented with paper resources which are completed and returned to school for feedback on a daily basis.

In addition to this, where children have no access to an internet connection but have access to a viable electronic device, school will provide Data Cards to families so that they can access free data using an unlocked device.

How will my child be taught remotely?

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

Parkside Primary Academy uses a range of approaches to teach pupils remotely in EYFS and Key Stages 1 and 2. Some approaches are used consistently across school however, others are more appropriate for school aged children. Below are examples of remote teaching approaches used by Parkside Primary Academy:

- Asynchronous lessons daily from each class teacher (pre-recorded lessons which children can pause, play and rewind, as well as accessing at a time which is convenient for children and their families)
- Pre recorded teaching from other external source/providers e.g. Oak National Academy lessons, White Rose Maths video/audio recordings, Ruth Miskin phonics
- Online games and interactive quizzes to assess learning
- Websites/apps to which the Academy subscribes e.g. Oxford Owl reading books
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

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?

Although most school age children should be able to complete their work independently, they may need assistance from parents/carers to access learning. Expectations for children's engagement and parental support is as follows:

- Each child has specific work assigned to them each day on Class Dojo. Teacher instructional input videos allow children to access information required, play, pause, rewind and repeat where necessary and complete their learning mostly independently.
- Children in EYFS will need support from their adults to engage in learning and play activities provided by class teacher.
- Teachers are encouraged to share children's learning as part of their class story so that hard work can be celebrated alongside peer social contact.
- Education during enforced school closures is not optional, therefore school age children are expected to engage with learning daily. All remote learning provided to children is a continuation of the curriculum and as such daily engagement ensures progression in learning.
- Where school/parents/carers are aware of pre-existing barriers to engagement, school leaders swiftly work with families to create a bespoke offer for these children. In most cases, this comprises a blended offer of attending school alongside appropriate resources which can be completed during non-school attending days. All work completed at home is returned to school so that teachers can check children's understanding and plan appropriate next steps in learning and feedback.
- Weekly phone call check-ins for each family give parents the opportunity to speak to school should any difficulties arise.

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

The following systems are in place to check that children are engaging with their work, any barriers which arise are overcome, school works together with families to address concerns and ensure that all children access high quality learning:

- Teachers record daily attendance and monitor the engagement of all children in their class. Where children do not complete work, this is recorded by class teachers. The types of task completed are also recorded so that class teachers can see if children are accessing a broad and balanced curriculum rather than concentrating on one specific subject area.
- Leaders have an overview of daily attendance; they monitor and record where concerns are highlighted and families are contacted via telephone so that any issues or barriers to learning can be explored and overcome. Families are supported in accessing remote learning.
- Where barriers exist, families are supported in accessing their child's remote education. Where the issue is technical, school has a small number of devices which can be loaned to families with the greatest need. Where the issue is around broadband connectivity, school has a number of free data cards which can be issued to parents so that children can connect to the internet.
- However in many cases, the best way to ensure children are engaging with their work is through offering a blended approach which consists of attendance at school. This may be supplemented by additional resources completed by the child at home and returned to school on attendance days.
- If families continue to not engage or alternatively, school leaders are unable to make contact via telephone, Leaders and the Family Support & Safeguarding Manager will undertake safe and well being home visits.
- Where engagement is or continues to be weak, leaders will insist upon school attendance.
- All families will receive weekly check-in calls from their class teacher during which time any concerns about engagement including quality and quantity of work will be explored.

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:

Our approach to feeding back on pupil work is as follows:

- Dialogue between staff and children is important because it helps teachers to understand and plan for children's next steps in learning.
- Staff will provide written comments on most pieces of work for individual children. This work may be returned to children if it needs improvement or it is incomplete.
- Staff may also choose to use self/peer assessment tools or alternatively quizzes or other online platforms to provide feedback to children.
- In addition to this, staff may 'like' pieces of work if they are complete and correct – these pieces of work may not need a specific written comment.
- Teachers may choose to exhibit pupils' work as part of their class story and use feedback to explain the merits of this piece of work and what this child has done particularly well.
- Staff may award Dojo's for excellent pieces of work, staff also award Dojo's each day where all pieces of daily learning are completed.
- Also, all teachers choose a weekly Home-Learning Hero who receives a certificate and is celebrated as part of the class story.

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:

At Parkside Primary Academy, we value the diversity of learners within our school community and recognise that one size does not fit all. Therefore, all children who have additional needs have a bespoke learning offer which meets their needs.

Examples of this include:

- All children who have an EHCP plan are invited to attend school daily.
- All children who have additional needs are invited to attend school as part of a bespoke educational offer. This may also include specific learning activities to do at home when they are not attending school.
- School Focused Plans for additional needs children are shared with all adults currently interacting with those children (this may be different to usual staffing arrangements for this child's class).
- School Focused Plans are amended to take account of the bespoke learning offer each child has and support teachers and parents to continue to help their children make progress whether this be at home or at school.
- The SENDCo undertakes additional weekly check-in phone calls alongside home visits for children with additional needs.
- The SENDCo and class teacher teachers continue to work with other professionals in evidence gathering for Needs Assessments or communication and interaction referrals.

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?

Where children are not in school because they are self isolating, class teachers will endeavour to provide remote learning for children which mirrors the curriculum their peers are learning in school. This may be achieved through a blended approach and include physical resources such as class reading book, text books and practice assessments. It may also include asynchronistic learning videos and specific work tasks linked to whole class activities which are assigned to individual children on Class Dojo.

Teachers will contact children and families who are self isolating on a weekly basis to check-in with them and discuss their learning and well being. Leaders may also undertake home visits for these children and their families, particularly if children who are isolating are vulnerable or have additional needs.