PARKSIDE COMMUNITY PRIMARY SCHOOL

HOW PARKSIDE COMMUNITY PRIMARY

SCHOOL IS PROVIDING REMOTE EDUCATION

FOR ALL CHILDREN DURING LOCKDOWN

(JANUARY 2021)

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?

Daily online differentiated learning activities for all subjects; Children will be able to access online videos to help with the teaching of planned lessons and specific areas/skills. Work packs will be prepared ASAP for those who are not able to access the internet; these packs, long term will correspond with the work set on the website/Google Classroom. Families with limited access to online learning will also be provided with Google Chromebooks to help support their children with their online learning.

Children can also expect effective communication with their Teacher/TA initially through their class page on the website or through Google Classroom as plans get put in place for remote learning from home.

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.

Teachers continue to follow HFL Back on Track planning which has been augmented with White Rose planning. Planning for foundation subjects have also been adjusted to meet the requirements for remote learning and to ensure coverage is met for the Year.

Where topics have been moved in the curriculum map this has been done to ensure children continue to keep up with their learning in these subjects, all this information has been updated on the school website.

The school maximizes all opportunities for the children to access remote learning, whether through online live lessons, uploaded activities on the school website, work packs or through recorded lessons on Google Classroom or through the Oak Academy.

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:

Early Years Foundation Stage	**EYFS**
	Daily Tapestry remote learning
	Literacy – writing activity based around topic
	Phonics – daily sound, word reading activity, book reading (differentiated into 4 groups)
	Maths – Focus of the week and daily focus, teacher video to support this learning. Opportunities to challenge the more able
	Understanding of the World – Weekly topic, for example this half term 'People who help us' each week a focus on job role which includes, teacher description, power point and/or video to support understanding. Children encouraged to venture outside on walks eg 'Can you find your local postbox' take a photo and upload to Tapestry
	EAD – Craft based around topic eg: make a nurse hat, ambulance out of modelling
	PHSE – Jigsaw Jeni program and 'focus on feelings'
	PD – Moovlee Yoga and focus on healthy bodies, teeth based around topic
	Storytime – Daily story by teacher or TA
	SEN – All SEN children are included in daily learning and receive a weekly separate Tapestry for three SEN children which includes; stories & rhymes based on children's interest, story time by teacher and focus on 'feelings' around facial expressions.

Key Stage 1	• Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children
Key Stage 2	• Key stage 2: 4 hours a day

ACCESSING REMOTE EDUCATION

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

Through platforms such as:

- Tapestry

- Purple Mash

- Oak Academy

- White Rose

- Google Classroom

- Class Pages on school website

- Education City

- Language Angels

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:

School has provided families who face significant challenges with devices for children to access online learning namely the use of Chromebooks. Families have also been provided with extra data should they require it through a SIM card and for those families who need access to a 4G router, this has also been arranged.

Records are kept which demonstrate who has received any of the aforementioned equipment. Finally, work packs have been created for all pupils who do not have access to the internet. They are given enough work for 2 weeks to complete.

How will my child be taught remotely?

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

Some examples of our remote teaching approaches:

- Recorded teaching (Oak National Academy lessons, video/audio recordings made by teachers, and White Rose tutorials)

- Use of Tapestry in Early Years

- Printed paper packs produced by teachers

- Commercially available websites supporting the teaching of specific subjects or areas such as Purple Mash, Education City and Language Angels

- Every child has also been given a pack of resources which include: pens, colour pencils, a ruler, a rubber, a paint palette, a number line, an exercise book to record any work, a white board and white board marker, an alphabet (EYFS) a pair of scissors and a sharpener

EARLY YEARS ENGAGEMENT

Communication with families
- **EAL:** Weekly topic information key vocabulary in 10 different languages, dual translation to support parent/children
- **Zoom meeting:** Whole class weekly Zoom meeting where children are set a task to bring along and share eg; after receiving a card in the post from Jigsaw Jeni they wrote a thank you card back. Recite poem of the week. Quiz and any other news. Parents / carers encouraged to stay on after meeting if they have any questions/concerns
- **1:1 Zoom meeting:** weekly by teacher for children who need encouragement to access the learning, EAL or other
- **Wellbeing calls:** weekly by TA or teacher if no response
- **Emails:** to parents answering questions or concerns, childminders/carers who are supporting learning
- **Weekly newsletter:** sharing week in advance learning

Evidence of learning
- Parents upload videos, photos and observations. Each upload is commented on by the teacher and uploaded to own child's learning journal. TA's also comment and like posts
- Some parents email learning direct to teacher
- Weekly checks on Tapestry settings to see who has accessed the learning, this is raised during telephone conversations if not accessed frequently

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?

Parents and carers should send in completed work via email, videos or uploaded on different online platforms, where children are struggling, calls are made to families to support and reassure them. Teachers will spend time to go through learning with children individually through structured conversations where necessary or through 1:1 ZOOM/Google Meets. Weekly calls and class ZOOM meetings offer parents and carers an opportunity to address any concerns they have regarding learning, as well as offer additional wellbeing support by being able to have a discussion with the whole class together. This is a great time to reflect on the week with their peers and Teacher/TA.

The use of our school social media platforms offers parents/carers and children the opportunity to take pride in what our school is accomplishing both in the classroom and at home. Facebook, Instagram and Twitter feeds are regularly updated which showcase a variety of our children's skills and successes from Reception to Year 6. They act as a great resource to engage our school community through regular updates, news and learning from our children.

Twitter: @headparkside

Facebook: @parksideschool

Instagram: parkside_primary_school621

HOW WILL YOU CHECK WHETHER MY CHILD IS ENGAGING WITH THEIR WORK AND HOW WILL I BE INFORMED IF THERE ARE CONCERNS?

Teaching Assistants call children every week of the classes they work in and senior leaders also make calls to vulnerable families. All concerns are logged and acted upon immediately. Where there is little or no contact concerns will be escalated to Children's Services or in extreme circumstances, the Police. 1:1 ZOOM/Google Meets can be arranged to help support those children who are struggling with their own confidence and motivation to complete any work set.

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:

Teachers are able to see all work submitted online and they are able to set quizzes to gage how well children have understood concepts.

Teachers leave feedback to the children on their work at least twice a week but usually more. The teachers are also able to re-assign tasks where necessary.

YEAR GROUP	HOW DO WE ASSESS YOUR CHILD'S WORK?
EYFS	- Parents upload videos, photos and observations. Each upload is commented on by the teacher and uploaded to own child's learning journal. TA's also comment and like posts Some parents email learning direct to teacher - Weekly checks on Tapestry settings to see who has accessed the learning, this is raised during telephone conversations if not accessed frequently - Home-work pack – logs made to see who has collected a pack
Years 1 – 6	- Teachers comment on children's work they upload on to Purple Mash and Google Classroom and reshape learning / activities to help them meet objectives – this is done daily. - Teachers in Years 1 to 6 mark the children's work out of 3 5 or 100 every week to give them an understanding of how well they are doing and to challenge themselves to improve week after week - Children who access learning through Google Classroom have their work marked in real time using the pen tool which helps them to reshape and rethink learning and to improve the overall quality via Google Docs - Photographic evidence that is uploaded via email is commented on either to improve or reshape the learning or to acknowledge how well the evidence is meeting outcomes / making progress - Children who do not have access to remote learning their work should be re-

	turned to school every two weeks for teachers to mark and make comments

ADDITIONAL SUPPORT FOR CHILDREN - PARTICULAR/ADDITIONAL 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:

The SENCO is in regular contact with all of the families of the children on the SEN register and has shown them or guided them to SEND resources which can help to support their child remotely.

Where children struggle to access online learning teachers have prepared activity packs which supports and develops learning which children can access at their level. Where possible the SENCO will follow up on the difficulties vulnerable SEND families face in regard to accessing and completing online and remote learning.

Children with particular / additional needs have personalised folders which are differentiated uploaded on to Purple Mash where they can access activities that are set according to their ability and promote progression.

Where children need further support from external providers they access provision from the following agencies:

- Educational Psychologist
- Advisory Teachers including the Dyslexia Services – home learning
- Counselling Service
- Speech and Language Therapy Service

Interventions continue to be provided by teachers and teaching assistants through online 1:1 meetings to support learning and narrow gaps via Google Meet. Where work needs to be amended to support learning teachers make the necessary adjustments.

REMOTE LEARNING FOR SELDF-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?

Depending on the child(ren) online work will be set to coincide with what their peers are doing in class using familiar online platforms, such as: Oak Academy/Google Classroom/Purple Mash, however if the individual cannot access the internet easily then a work pack will be put together by their teacher to cover the isolation period, again support with Chromebooks, SIMS and 4G routers will also be offered.