



# Pinehurst 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 if 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?

During the first day of remote learning, your child's teacher will organise a timetable to be displayed on the class page of the school website.

Class work will be posted on Class Dojo and work packs will be available to collect if you do not have access to a device or internet.

Class emails addresses will be shared in order to maintain contact with your child's teacher.

A Remote Learning Home School Agreement has been devised to share the expectations of the children, adults at home, and school.

### 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?

Yes, we will teach the same curriculum remotely as we do in school wherever possible and appropriate.

Please be aware that we may need to make some adaptations in some subjects.

For example, where a task requires lots of discussion the teacher may amend to make it more suitable for remote learning, PE and outside learning tasks will be flexible to allow for children to access them depending on their individual circumstances.

## **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: Years 1 and 2: 3 hours per day

Key Stage 2: Years 3 to 6: 4 hours per day

A timetable is available on the school website and will match that of a 'normal' school day.

## **Accessing remote education**

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

All children will access their online lessons through Class Dojo.

The platform requires a login. Details to login are shared with the parent and child.

Children can access their work through the 'portfolio' area and submit work in this area.

Messages can be sent through the Platform to class teachers to support learning during school hours 9.00am – 4.00pm.

### **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:

If your child does not have access to a laptop or other suitable device but your home does have a high speed internet connection, then we may be able to loan a laptop. Parents and carers should make contact with their child's class teacher or call the school office for further information.

Pinehurst Primary School are also able to provide routers, data only SIM cards, and keyboards and mice (For Xbox or PlayStation access).

For any pupils that do not have any access to the internet, printed materials will be prepared and can be collected from school or delivered if required.

Work will be delivered and returned weekly and feedback given on the previous week's work, where it is safe to do so.

Children who do not have access to the internet, a device, paper packs or a quiet space to work will be considered for a place in school.

### **How will my child be taught remotely?**

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

Work provided via the Class Dojo platform, this will be in line with the teaching timetable.

Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. Your child will continue to use the range of online tools that they are familiar with and use in school such as: TT RockStars, Spelling Shed, Oddizzi, Maths No Problem, Read Write Inc and Charanga.

Some online learning through the use of live and / or pre-recorded videos for specific learning. e.g. Read Write Inc, Oak Academy, MFL, Zoom 1-1 Intervention.

## 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 expect that your child will be completing work during the usual day of learning, a timetable is available on Class Dojo and the school website.

It is expected that children learning remotely should:

- Complete work to the deadline set by teachers
- Seek help if they need it, from staff in school via Dojo message, email, text or telephone
  - Alert teachers if they're not able to complete work

It is expected that parents / carers of children learning remotely will:

- Make the school aware if their child is sick or otherwise can't complete work
  - Seek help from the school if they need it
- Be respectful when sharing any concerns with staff

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

It is important that children continue their learning during their period at home.

In order to monitor this:

- The class teacher will monitor the children's completion of work to ensure that all tasks are completed during the day.
- A 'safe and well' call home from the class teacher will take place at least weekly.
  - A class email account is set up for 2-way communication.
  - If there are any barriers we would urge parents and carers to contact school via telephone on 0151 263 1300 or the emergency number of 07858 739336. A member of staff will contact you to discuss the barriers to learning. Our learning mentor may become involved with the family to support the well-being of the child and family.
- We understand that children may have difficulties engaging with work for a variety of reasons. We will try and work with our families to encourage all children to engage.

## **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 will usually be a comment

For some pieces of work, we will issue a marked score

Where necessary, more detailed feedback may be issued to help a child or group of children understand a misconception in a phone call, video recording or live session

Children will receive feedback on all work that they submit

## **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:

Teachers will use differentiation as appropriate for tasks and outcomes

Additional support, examples and checklists may be issued

Where individual approaches are required we will discuss these with you

**Please contact our SENDCo (Mrs Steers) at school if you would like to discuss the needs of your child and how they will access remote learning.**

## **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?**

We will use broadly the same approach as outlined above.

We will ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.

Each day, the class teacher will set work that is in line with the work that is happening in the classroom.

Children can request additional support using Class Dojo and adults in school will respond to support when they are available.