



Park View Primary School Remote Online Learning Offer

The aim of this document is to provide clarity to parents and carers about what to expect from our approach to remote learning. As a school we understand that all families will have different circumstances, as a result we have created our learning offer based on the needs of our school community, with reference to feedback received from parents, pupils and staff. We will constantly review the remote learning provision we offer to ensure we are providing quality first teaching.

It is vitally important for parents and teachers to work together to ensure that our children receive the best possible access to the curriculum even when working remotely. It is crucial that all remote learning tools are used appropriately and adults in school will work with children and parents to ensure that the correct protocols are followed in line with our remote learning policy, if any behaviour issues arise they school staff should be notified and the school behaviour policy will be applied. If any safeguarding issues arise please contact Rachel McClean, who is the Designated Safeguarding Lead.

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?

A Microsoft Teams account has been set up for every child from Y1 – Y6 across school. Each child has their own login details which they will use to access the online classroom. Once a child has used their login details, they will be able to become part of their online classroom. Microsoft Teams provides a safe virtual environment for pupils to learn alongside their peers. Children can access online content, take part in virtual lessons, collaborate on shared projects, upload work and download useful resources. We have appointed an Online Learning Lead who will continue to coordinate provision and class teachers have been uploading work onto the Teams Classrooms to provide a seamless transition for children who are self-isolating or in the event of a partial school closure as a result of a national or a local lockdown.

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?

The use of learning platforms, learning menus and weekly timetables throughout Park View Primary School creates much needed routine, structure and consistency across our school. Having a timetable ensures that children are building on prior knowledge and understanding, and also ensures that learning is moving forward. It ensures that children are accessing a balanced and varied curriculum. We ensure that remote learning links as closely as possible with the learning taking place in school. Lessons are adapted from the existing lesson plans where possible, to ensure continuity of learning. Learning is carefully sequenced to build on prior knowledge and understanding. New knowledge is integrated into larger concepts and themes to ensure richness through breadth and variety and to build in opportunities to revisit prior learning.

The essential principles of good curriculum design apply to remote education as well as classroom teaching. This is to ensure all pupils educated at home are given the support they need from their teachers to ensure seamless curriculum continuity.

What does remote learning look like in EYFS?

Children access remote learning via Tapestry. Completed work is posted onto Tapestry by parents. Work is checked on Tapestry and feedback is provided. An activity menu linking to the areas of development is used to provide a variety of activities for children to complete.

Phonics is provided on Tapestry. Stories read by teachers and teaching assistants are provided on Tapestry. Additional activities and challenges are provided to engage and challenge children on Tapestry.
Pre-recorded PE session with our Sports Coach

What does remote learning look like in Year 1 and Year 2?

Children access remote learning via Microsoft Teams. Completed work is posted onto Microsoft Teams by parents and children. Work is checked on Microsoft Teams and feedback is provided. A weekly timetable is created and uploaded to Microsoft Teams showing children what remote learning is to take place each day:

Maths – Daily lesson linking to the learning that is taking place in class.

English- Daily lesson linking to the learning that is taking place in class.

Reading – Daily reading activity

Phonics – Daily session linking to the learning that is taking place in class

Topic, PE, PSHE, Computing – lessons and activities linking to the learning that is taking place in class

Pre-recorded PE session with our Sports Coach

What does remote learning look like in Year 3 and Year 4?

Children access remote learning via Microsoft Teams. Completed work is posted onto Microsoft Teams by parents and children. Work is checked on Microsoft Teams and feedback is provided
A weekly timetable is created and uploaded to Microsoft Teams showing children what remote learning is to take place each day:

Maths – Daily lesson linking to the learning that is taking place in class.

English – Daily lesson linking to the learning that is taking place in class.

Reading – Daily activity to developing reading skills through shared and guided reading.

Times Tables – Daily session using the 5-step plan online

Bottom of Form

Topic, PE, PSHE, Computing – lessons and activities linking to the learning that is taking place in class

Y4- a weekly live music lesson from Bury Music Service.

Pre-recorded PE session with our Sports Coach

What does remote learning look like in Year 5 and 6?

Children access remote learning via Microsoft Teams. Completed work is posted onto Microsoft Teams by parents and children. Work is checked on Microsoft Teams and feedback is provided. A weekly timetable is created and uploaded to Microsoft Teams showing children what remote learning is to take place each day:

Maths – Daily lesson linking to the learning that is taking place in class.

Reading – Daily activity developing reading skill.

Grammar and writing - Daily activity developing GPS skills lessons and writing activities linking to the learning that is taking place in class.

Topic, PE, PSHE, Computing and Art – lessons and activities linking to the learning that is taking place in class as well as a pre-recorded PE session with the sports coach

In addition Mrs Udall will be hosting a weekly assembly and there will be class time which is planned as an opportunity for children to get together and have some fun via Microsoft Teams online platform.

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:

In the reception classes the time engaged in learning activities will vary depending on the needs of the child;

Key Stage 1	3 hours
Key Stage 2	4 hours

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

A Microsoft Teams classroom has been set up for all year group in school. Each child has their own login details which they will use to access the online classroom. Once a child has used their login details, they will be able to become part of their online classroom. There are also links to useful home learning resources which include Time Table Rock Stars, Oxford Owls Reading Resources, Oak Academy and the BBC home learning resources.

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. We have now received our full allocation of laptops from the DFE and these will be loaned to parents who do not have the appropriate equipment to enable their children to access Microsoft Teams Classroom. We have asked parents to inform school if laptops are required; in addition class teachers will ring parents who they are aware may not have this equipment and parents of children who have not logged on to Microsoft Teams to offer such equipment.

We have also acquired 50 unlimited data sim cards that will be given to parents without internet access which can be used to provide a hot spot for a device.

Through the welfare calls some teachers have identified children for whom printed resources are more appropriate and work packs have been provided for collection or delivery, if parent's feel this is a more appropriate option for their children they are encouraged to discuss this option with the class teacher. The local library service is also offering free printing to parents who require it. The work on the virtual classroom has been designed to avoid the need for printing and children and parents are encouraged to record their work in various ways and upload photographs.

How will my child be taught remotely?

- We use a combination of the following approaches to teach pupils remotely:
- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- 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?

The DfE expects all pupils to engage with the work that has been set through our remote learning provision. Teachers will keep a record of any children not logging on each day, teacher will contact parents to support them in removing barriers to learning.

It is vitally important for parents and teachers to work together to ensure that our children receive the best possible access to the curriculum even when working remotely. It is crucial that all remote learning tools are used appropriately and adults in school will work with children and parents to ensure that the correct protocols are followed in line with our remote learning policy.

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

Teachers will check which children have accessed remote learning at the end of each day, this data is collected and monitored by the school senior leadership team. If children are not logging on teachers will contact parents in order to support them in remove barriers to learning. If contact cannot be made with parents a welfare check to the home will be arranged.

How will you assess my child's work and progress?

All work submitted will be marked and feedback provided in line with the schools marking and feedback policy. Class teachers may choose to email parents directly using their school email address in order to provide additional advice and guidance were required, and to privately rectify misconceptions relevant to individuals. Additional support will be given 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. Children with additional needs have been actively encouraged to attend school. Class teacher differentiate work as far as possible and in some cases an individualised curriculum will be provided. Bespoke equipment and resources will be provided for individuals who require visual resources, social stories and visual timetable for use at home to structure learning.

For children in Reception the learning platform used is Tapestry as this enable greater and more detailed communication between school and parents. As a result meaningful learning is facilitated in line with the EYFS curriculum

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?

The school has operated Teams across school to provide online learning for children who are self-isolating. The content of the learning is linked to the learning taking place in class; however, as teachers are teaching full classes in school there may be less live teaching. In order to maintain the quality of work provided, teachers can also access The Oak National Academy and the BBC teaching resources as well as pre-recorded input from class teachers themselves and enhanced use of Pobble 365 and The White Rose Maths Hub.

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To be reviewed when required in line with updated Government and DfE guidance.