Morley Memorial Primary School

Remote Education Plan- Information for Parents

25th January 2021 v1

The Remote Curriculum

We teach the same curriculum remotely as we would be doing in school wherever possible and appropriate. We are still delivering the topics covered on our long term curriculum plans but adjustments may be made in some subjects such as Computing, Art, PE, D&T or Music where there may be constraints around equipment or suitable space. We will still include these subjects in our remote education offer but the focus or activities will be adapted as appropriate. In Maths, we have adapted our Teaching for Mastery approach to allow this to continue remotely and continue to use White Rose lesson sequences as the basis of our planning. For our early readers our remote education offer includes daily phonics teaching using Letters and Sounds planning with additional resources such as Jolly Phonics.

Remote Teaching and Study Time

How long can I expect work set by the school to take my child each day?

Just as in the classroom, different tasks will take different children different lengths of time to complete. For example some children may finish their maths quickly but take longer on their writing. As a rule of thumb *most* lessons should last around 40-60 mins and include input and independent working time. If your child has spent a reasonable amount of time on their maths task but not finished all of the questions they should submit what they have completed within that reasonable timeframe. There will be some tasks which will take longer - eg making a Viking long boat model!

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Early Years	2 hours plus suggestions for self directed learning through play
Y1	3 hours including suggestions for self directed learning through play
Y2	3 -3 ½ hours
KS2	4 -4 ½ hours

This may vary but on average, over the week, should equate to the study time shown above.

Accessing Remote Education

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

Our remote education offer is primarily through Google Classroom. Children can access details of assignments, videos to support their learning and also submit work for feedback.

Breadth of curriculum continues to be important to us and so there are a range of additional challenges which children can select from the subject pages on the remote learning page of the website. Our music provision also offers challenges and activities for band and choir members.

For parents who have IT queries about accessing remote education, we have a range of helpful tutorials and videos as well as the big red HELP button on the Remote Learning pages. Parents and carers can easily request password reminders or ask for support via the Remote Learning webpages.

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:

- Providing loan devices. Please contact the school office if your child does not have access to a device or internet and we will try to help if we can.
- Providing printable 'offline' resources on the remote learning page of the website for those with limited internet. Just click on the class.
- Offering resource packs to support working at home for those with no internet access at all.

Teaching and Learning

How will my child be taught remotely?

High quality remote education is not about the method of delivery but like high quality 'in school' teaching should consider key elements

1. Clear expectations and clarity of content
2. Appropriate scaffolding to support the learning
3. Opportunities for peer interaction, collaboration and discussion of content
4. Support to work independently
5. Resources or delivery methods appropriate to the age and content

The school has taken into account EEF research into effective remote education to ensure that the offer has a positive impact on learning.

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

- Pre-recorded direct teaching videos and presentations
- Links to relevant external video resources (Oak Academy, BBC Bitesize etc)
- Audio recordings

- Resources such as worksheets on Google Docs, PDFs, Jamboards or paper tasks
- Live feedback sessions with the class teacher

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 all children to engage with remote education in a similar way to attending school. They should be participating in remote education daily, Monday to Friday and aiming to complete the tasks assigned that day or spend 2,3 or 4 hours on their learning relative to their age.

Juggling remote education and working from home is a real challenge and so you may need to create a working day which works for both you and your child. However, we would recommend having a routine in place e.g. consistent start and finish time for their learning day, as well as regular breaks in the same way they would in school.

Depending on the age and needs of the child, as well as the content and activity, your child will need varying levels of support but in school we expect children to complete some tasks independently and this is the same at home. It may be helpful to begin the day by looking at the day's assignments together and working out which bits they feel most confident about and where they might need your help.

The type of learning tasks assigned will depend on the age and stage of the children. For example Upper Key Stage 2 will have more tasks that require completion online, in writing, where in Early Years there will be more share & play tasks and activities to complete with family members.

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

We monitor engagement daily (Monday to Friday excluding Bank Holidays).Teachers keep a digital record of submitted work on Google classroom and can monitor how much each child is submitting. Where a pupil has not submitted any work within the assigned due deadlines, teachers will post a message on a child's individual Google classroom stream exploring possible barriers to access and encouraging them to submit.

In addition, your child is expected to attend their twice weekly Google Meets to discuss their assignments.

If we are worried that your child is not engaging sufficiently we will contact you, initially by email and then arrange a telephone consultation with your child's teacher. We also provide access to a number of wellbeing resources and advice on how to access remote education.

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

Teachers use a variety of methods to assess your child's progress this includes:

- Use of quizzes pre or post-learning
- Participation in feedback Google Meets
- Submission of assignments
- Feedback from programmes such as Spelling Frames, TT Rockstars or SATs Companion as appropriate to the year group
- Other
- In order to receive feedback, work needs to be submitted by the end of the following day at the latest to enable teachers to plan the following lessons. Work submitted after this deadline may not receive feedback.

Feedback is integral to learning and progress. Our *visible learning* principles still apply whether learning is in school or remote. It is important for each child to know *'where am I at?, where am I going?* and *how do I get there?* Our teaching staff give feedback in the following ways

- Detailed marking of 3 key feedback tasks per week for each child. Feedback on these tasks will be given within 48 hours.
- Acknowledgement of tasks submitted
- Whole class feedback via the Google Classroom feed
- Opportunities to ask questions on the classroom stream
- Learning and feedback meetings on Google Meet at least twice weekly

Support for Pupils with Particular Needs

All children will have access to our remote education universal offer which includes differentiation to meet a range of needs. We recognise that for a small number of pupils, for example those with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home.

Special Educational Needs and Disabilities
As part of the school's APDR process, provision of direct online sessions may be delivered either 1:1 or in a small group by a member of school staff and overseen by the Inclusion lead will be considered for the following children:
- Those with EHCPs who are learning remotely
- Those children with current involvement from SEND 0-25 service
- Those children who we are intending to request SEND 0-25 service support for in the future.

The frequency and length of the sessions will depend on the needs of the child and the purpose of the sessions delivered. Provision (including any online sessions) will be written in individual support plans and shared with parents including continuity of existing intervention programmes wherever possible: *Eg. Nessy, Teacher Your Monster to Read, 1stclass@number*

Wellbeing Needs:

All children have access to our remote education wellbeing offer. This includes whole school sign-posting of support, weekly well-being updates in the newsletters and activities and any work completed through PSHE lessons and activities.

In addition, where feasible, children who were previously identified to receive additional support in school may be invited to access some direct online sessions with a member of the well-being team. These sessions may be 1:1 or in small groups.