



Moorlands Primary School

Remote Education provision:

Information for parents

Remote education provision: information for parents

This information is supplemented by 'Moorlands Primary School Plan' and should be read alongside the plan for further detail and explanation.

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.

Please see the 'Remote Education Plan' for a more detailed explanation of the provision within each 'tier' (NB: These tiers are not related to National tiers).

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

If the child is well enough, the following will apply:

- The child will leave school with a pack of English and maths resources. Children will have the immediate opportunity to continue their learning. If the child is already at home, the school will post or hand deliver a Year Group specific pack the next day, after being notified.
- Please note, the initial pack may not be linked to current learning in class but will provide an opportunity to consolidate previous learning.
- In the event of a bubble closure or wider school closure, an emergency 'one-day plan' will be implemented. This may not be linked to current learning but will afford the teachers a short time to adapt their in-school planning to be used remotely.

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. For example, an art lesson may need to be adapted to suit the resources that can be used at home.

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	<ul style="list-style-type: none">• 3 hours a day on average across the cohort, with less for younger children (we would suggest 2 hours a day for Reception Year children)
Key Stage 2	<ul style="list-style-type: none">• 4 hours a day

Accessing remote education

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

<ul style="list-style-type: none">• Purple Mash/ Mini Mash• Zoom – for twice daily meetings with class teacher, Teaching Assistant and peers.• Bug Club• Times Table Rockstars

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:

- In the event of a wider-school closure or a ‘bubble’ closure, the school will send out a questionnaire to parents and carers to identify the need for devices if they do not have access to a laptop/ tablet at home to engage with remote learning.
- The DfE has provided the school with a limited number of laptops to loan to the children, and we MAY be able to loan your child a laptop but it will be based on need.
- Moorlands will use the following criteria to assign laptops:

Tier	Descriptor	Other information
Tier 1 – will be offered a laptop in the first instance	Children, who have had means tested FSM at any point in the last 6 years or children who are looked after, in any year group who have been advised to shield because they are clinically extremely vulnerable and they do not have access to a tablet or laptop at home.	Please note, if your child does not engage with remote learning using the laptop i.e. the learning set on Purple Mash or the Zoom call in the morning, for the required amount of time, Moorlands Primary School will reserve the right to have the laptop returned to school so it can be allocated to another child.
Tier 2 – will be offered a laptop if all laptops are not used by those in Tier 1	Children, who have had means tested FSM at any point in the last 6 years or children who are looked after, in any year who do not have access to a device and whose face-to-face education is disrupted.	
Tier 3 – will be offered a laptop if all laptops are not used by Tier 1 and Tier 2 children.	Children in all years with no digital devices in their household.	
Tier 4 – will be offered a laptop if all laptops are not used by children in Tiers 1 - 3	Children in all years with a single device in their household that’s being shared with more than one other family member	

- We have a supply of Vodaphone Sim cards for data use if required.
- We can also contact BT on your behalf if you are struggling with internet connectivity. Please contact the school.
- Our aim is to try to support all our families with access to the online platforms, however if you require paper packs/ printed materials of learning, please do contact the school to request these.
- If you have requested a paper learning pack, a teacher will contact you, via telephone, at least once a week, to see if you need any support or more learning. Adults can take photos of the completed learning and email this to the teachers to review and provide feedback or upload this to the Purple Mash platform

How will my child be taught remotely?

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

- Daily Zoom meeting in the morning to introduce the daily learning and expectations. This may also include re-teaching of previous learning following Assessment for Learning
- Daily afternoon Zoom 'drop-in' meeting – this is for children and carers/ parents to have a session with the teacher and TA regarding the learning, especially if there were misconceptions or the child needs some further support and explanation. Teachers and TAs can also invite children to these sessions based on their assessment for learning.
- Purple Mash platform will be used to share explanations of the daily learning as well as links to recorded teaching and resources.
- Bug Club platform will be used for reading coloured banded books, as the children would if they were in school and to also encourage reading for pleasure.
- Times Tables Rockstars will be used for number bonds and multiplication tables.
- Teachers may also use platforms such as: Phonics Play/ BBC bitesize/ YouTube to enhance the learning
- We will use recorded teaching (e.g. Oak National Academy lessons, White Rose lessons, video/audio recordings made by teachers)
- We will provide 'Learning Journals' to be used at home – please contact the school office if you require another journal.

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?

Expectations

In the event of any form of isolation and loss of learning caused by the coronavirus, parents and carers must understand that engagement in home learning is compulsory, as is the expectation that Moorlands Primary School makes the provision available and accessible to all. However, if children themselves are too ill to attend then they should not be expected to engage in remote learning.

However, we are also sympathetic to families who may be finding remote education challenging or difficult due to working from home, siblings, lack of devices etc.

Please do contact your child's class teacher to discuss any obstacles you may be facing.

Moorlands will provide timetables for remote learning – these act as a guide and can provide a routine to daily remote learning.

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

- A daily register of attendance at the Zoom meetings will be taken as well as a daily register of engagement on the learning platform 'Purple Mash'.
- If a teacher or TA has concerns regarding your child's learning or engagement, as well as conduct on the learning platforms, they will contact parents in the first instance to resolve the issue.

Protocol for non-engagement: We will use the following protocol to address non-engagement.

1. If a child has not in engaged in ANY remote learning (Purple Mash/ Zooms/ Sending work in via email) AFTER 2 DAYS, parents/ carers will be emailed as a supportive measure to understand the barriers to home learning. Teachers will offer advice and support.
2. If we have no response to an email AND there is continued non-engagement in remote learning package, we will contact the parents/ carers by telephone. Again, this will be a supportive conversation to understand barriers and suggest solutions.
3. We will try to ring parents/ carers on two separate days. If there is no contact, teachers will move to step 4.
4. Refer to a member of Senior Leadership Team.
5. If SLT are not able to make contact, they will carry out a home visit.

If a child is using paper packs for learning, weekly contact will be made via telephone to see if any support is needed, and to address any misconceptions identified.

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 and TAs will monitor the completed 'To Do's' on Purple Mash and will 'mark' these, providing feedback where and when necessary to the children.
- We ask children and their adults to please submit completed 'To Do's' on Purple Mash by 4.30pm on day set. If submitted after this time, class teacher will look at the work submitted the following day but it will not be marked in detail.
- 'To Do's' will be closed after 2 days for submitting for core learning (English, Maths and Guided Reading) but will remain open for 4 days for foundation subjects e.g. science / history.
- Additional learning (by choice) on Purple Mash will be acknowledged through the use of certificates and celebration but may not necessarily be 'marked' by the teacher/TA.
- In-depth marking to be used where appropriate – teachers and TAs will use their professional judgement.
- Feedback to children can also be as whole class feedback – start of Zoom meeting the following day will be utilised, for example; to re-teach an element of learning that misconceptions were noted.
- Teacher and TAs may feedback in the form of a voice message or written feedback on Purple Mash
- Acknowledgements can take place through awarding of 'stars', 'trophies' on Purple Mash
- Teachers and TAs, when addressing errors, for example using Fix Me's, will only address this once. If there continues to be a misconception, the teacher will ask the child to attend an afternoon Zoom session or may set them a different task for the following day.
- We will make use of Purple Mash quizzes for spelling practise / number bonds/ multiplication tables.
- Maths and English 'To Dos' to be acknowledged by teacher/ TA daily
- History/ Geography/ science/ art/ computing etc. Subjects that are taught once a week or once every two weeks will need to be acknowledged before next session.

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:

- When children would normally receive additional support from SEN agencies, our Inclusion Lead (Miss Roughton) will make arrangements for those to continue virtually as long as the agencies engage.
- Inclusion Leader (Miss Roughton) will share appropriate resources with teachers who will disseminate accordingly. Including those with EHCPs.
- Miss Roughton will be available to support teachers with their planning for children with SEND needs.
- Miss Roughton will also set sensory activities and learning that can be carried out at home and away from the screen for those children who access the 'Cocoon'. This will be shared via a Cocoon blog on Purple Mash.
- Reception year children and Year 1 pupils will have access to 'Mini-Mash' as well as 'Purple Mash' where they will be set age-appropriate learning. Teachers will use a variety of teaching mediums to engage the children, such a Phonics Play/ Oak Academy/ phonic videos.

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?

Please see 'Moorlands Remote Education Plan' for details of different scenarios including self-isolation of an individual for 10 days.