

Dial Park Primary School

Remote Learning Offer

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?

We will provide learning shared through class dojo across the school linked to our curriculum. For families who need it children will take paper and other materials to support this remote offer. We will provide learning activities for Key Stage two through "Learning By Questions" (LBQ) in the core subjects. Long standing apps like reading eggs and rockstar times tables will be used for the immediate remote offer.

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 we may theme some weeks of learning in order to allow children to engage in a project which they can become immersed in at home. Physical education will also be supported through online activities such as work out videos in the absence of team games being played together at school. Forest school will be encouraged through some learning being outdoors.

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	Minimum 3 hours
Key Stage 2	Minimum 3 hours

Accessing remote education

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

Our main Application is Class Dojo which will be used to share all learning. In Nursery Tapestry will also be used to complete further assessment against the Early Years Profile in collaboration with parents.

Other apps include - Live Zoom sessions which will be used for class check-ins together with class teachers in a pastoral manner. Learning By Questions, Timetables Rockstars, Reading Eggs and other apps will be used to support and enhance the home learning offer.

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:

- DfE and other Laptops will be distributed to FSM pupils and those deemed in most need of them in the order of year 6 to year 3.
- Families can access the Stockport Digital Lending Library by telephone (07537127095) if they need further digital devices and / or online access support.
- We will provide printed packs to order by ordering on the class pages of Class Dojo.
- Work can be photographed and uploaded to Class Dojo personal portfolios (and tapestry in EYFS) for assessment purposes.

How will my child be taught remotely?

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

- live class check ins which are a chance to talk as a group for pastorally.
- recorded teaching to go over key assessed areas such as through Learning By Questions assessment tools. Also through the recorded lessons such as Oak Academy.
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home plus Reading Eggs for access to a wide range of reading materials and comprehension at home).
- 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?

- We expect all children to engage in home learning and to upload learning to their personal profiles in Class Dojo for assessment purposes.
- We expect all children to have a place where they can work at home at a table and to be given positive encouragement from their family.
- Work should be photographed and posted onto Class Dojo personal portfolios and Tapestry in EYFS.

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

- We will check remote learning daily through class dojo and tapestry in EYFS
- Where engagement is a concern we will do the following through class teachers, our pastoral teacher, SENDCO, SMT and /or the headteacher.

WHAT TO DO IF SCHOOL IS UNABLE TO ESTABLISH CONTACT WITH FAMILIES DURING LOCKDOWN

This process should be used when a school is unable to make contact with parents, either when making welfare calls home or following up non-engagement with remote learning

1. If parents do not answer the call, continue to try to make contact at different times of the day using all available contact details. If no response is received, use emergency contact information and request that they ask the parent to contact school.
 2. If there is an allocated Social Worker, School Age Plus worker, or other lead professional involved, contact them and ask that they communicate with parents and update the school.
 3. In all other cases, schools should consider the following to help assess any potential risk:
 - - **Are you aware of any underlying health conditions that may put the parent and/or the child at a higher risk of becoming seriously ill from COVID-19? This may include asthma, COPD, heart condition, diabetes etc. A list of conditions can be found here: www.nhs.uk/conditions/coronavirus-covid-19/advice-for-people-at-high-risk**
 - - **Does the child live with a lone parent or are there other adults in the household? If the child lives with one parent/adult, are you satisfied the child is old enough or has the capacity to seek help if necessary, for example if the parent/adult is seriously ill?**
 - - **Has the child logged onto any school platforms or submitted work by email that may provide assurance they are well?**
 - - **Does the child have siblings attending school elsewhere? If yes, make enquiries with that school and ascertain if they have had recent contact or have any concerns.**
 - - **Have you heard information from other sources that has caused concern?**
- If answers to the above give cause for concern and indicate that the child may be at risk, contact the Multi- Agency Safeguarding and Support Hub (**MASSH**)- **(0161) 217-6028 or 6024, out of hours (0161) 718-2118**
4. If the answers do not raise your level of concern, write a letter to parents expressing concern and ask them to contact school. In the letter explain that if 'no contact' continues then the school will seek the advice from local safeguarding services, i.e., the MASSH.
You may wish to speak to the MASSH for advice if you are unsure.
 5. If the school have specific concerns suggesting a child may be at risk of harm or abuse, they should contact the MASSH immediately.
Keep risk assessing all the information as you usually would.
 6. If there are immediate safety or welfare concerns, contact the Police via 999. Non-urgent concerns which you feel warrant Police involvement should be raised via 101.

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:

- Use class dojo to make personalised comments on children's learning through their learning portfolios.
- This will take place at least 3 times per week.
- LBQ in key stage 2 provides feedback through the app itself in core subjects to support children when they have made mistakes.

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:

- Weekly contact from the class teacher and additionally by the SENDCO for those children with an EHCP who are not attending school. Work pertinent to the desired outcomes on the ECHP will be set along with other differentiated learning opportunities.
- SENDCo to share specific SEND websites, resources & links via Class Dojo.
- Activities linked to the curriculum such as daily phonics sessions will continue for our younger pupils through pre recordings, PDF on Class Dojo and some live sessions such as phonics on Zoom. 1:1 Zoom sessions will also be offered where appropriate.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school we will provide the same offer as indicated above.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

The learning offer will be largely the same in KS2 with an emphasis on LBQ to support home learning in core subjects. In younger classes we will provide the same offer as

above with links to phonics, reading, maths, writing and outdoor learning. We will also provide paper based learning where appropriate.