

Prospect Vale Primary **School**



Remote **Learning** **Offer- 2021/ Resurgence** **Plan 2021/2022**



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 provision from Prospect Vale Primary in the event of further COVID lockdowns. **Remote education is that done at home with parent support, with some online programmes and with an element of some live sessions when appropriate. Teaching staff will actively guide the learning at distance.***

The remote curriculum

What is taught to pupils at home?

Our aim is to continue to provide our children with a broad and balanced curriculum which can be successfully adapted to fit in with the lives of our families and which does not encourage an over-reliance on screen time & promote screen addiction. We will continue to evaluate our provision as we become more familiar with the new way of working and technology, including the use of Google classrooms.

Will my child be taught broadly the same curriculum as they would if they were in school?

It is our intention to teach the same curriculum remotely as we do in school, wherever possible and appropriate. However, in some instances adaptations may be necessary. For example, children at home will be signposted to the Oxford Owl Reading books online whereas for children attending school, actual reading books are readily available. We will constantly review our school offer.

Remote teaching and study time each day

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

In accordance with government requirements which state that:

"For Key Stage 1, three hours of remote education must be provided " and, "for Key stage 2 pupils should be provided with four hours remote education a day ..."

We would actively encourage that remote education will take pupils at:

- EYFS – Up to 3 hours a day
- Key Stage 1 – at least 3 hours a day
- Key Stage 2 – at least 4 hours a day

Accessing remote education

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

Class Pages on the schools website: <https://www.prospectvale.stockport.sch.uk>

Select the appropriate class page found within the 'Classes' tab.

A learning plan for the week will be displayed and separate worksheets and learning materials required will be clearly attached to each class page.

Children in Key stage two can also access all of the materials on the Google classroom using their login.

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:

Parents are again asked to contact school if they do not have access to digital devices or online access.

Google Chromebooks may be distributed to families who request a need.

Additional SIM cards have been distributed to FSM families to assist with accessing online resources. **Will consider this again in the future if at all possible.**

Google classrooms has been set up as an online platform and all children have been given logins to access appropriate online learning sites chosen by the school.

How will my child be taught remotely?

We wholeheartedly believe it is essential to create and maintain a balance between activities both on and off screen. With this in mind, our current offer to children / families is as follows:

- *Daily Maths and English lessons plus a clear daily lesson in at least one other subject.*
- *A separate creative task for each week to reflect the value that we as a school place on creativity as a vital component in effective learning.*
- *Content and length of lessons designed to fit with the required learning time and learning expectations for the age group.*
- *Clear links to websites which are to be used either for: direct information, teaching and learning PowerPoints, research, resources, useful video clips or interactive activities- as appropriate, to enhance and promote learning.*
- *Direction to Key learning platforms such as: White Rose maths, Mathletics, TT Rock Stars and Oxford Owl Reading books, that children use regularly in school, to maintain continuity as far as possible.*
- *Resources and worksheets not online, attached separately ensuring that provision at home is the same as that in school.*
- *Differentiation catered for by: outcome, specified tasks or open ended additional challenges. This includes provision for SEND children who are also being monitored closely by the SENCO and some of whom are receiving remote support from outside agencies.*
- *Answers are provided, at least for maths tasks so that parents can support their children effectively.*
- *A weekly 'keeping in touch' video presentation from class teachers to round off the end of each week and to introduce the next week. (January 2021). **See Appendix (November 2021).***

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 are committed to ensuring that our families are not placed under unnecessary pressure during the global pandemic. We acknowledge that for many parents it is necessary to effectively manage working alongside their children's home-school learning. *For this reason, we feel that families should have the flexibility to work with their children at times which are suitable for them. Families will have different levels of confidence & varied stressors.*

Role of Teachers and Staff

- To ensure that the quality of learning is sustained in the remote learning package.
- To provide feedback in a timely manner where it will make the most impact on learning.
- To communicate with parents if they have any concerns.
- To respond to emails sent from parents via the home-school learning class email address in a timely manner.
- To check in with parents and children with phone calls/ zoom calls if appropriate.
- To ensure that the curriculum offer mirrors the offer in school as closely as possible.

Role of Parents

Where possible;

- Parents are asked to email their child's learning to the class teacher or to send via google classrooms when indicated.
- To contact the class teacher via their home-school learning class email if they have any difficulties or queries.
- Ensure children take regular breaks and get active throughout the day.
- Talk to their child about how the day will be organised - when will they be learning, when are the breaks, when is the finish time etc.

Role of the Pupil

- Follow all the normal computer and online safety rules.
- If you see something that is worrying or unkind, tell your parents.
- Complete your learning for each and every day.
- Talk to your grown up if you are finding the work tricky.
- Do your best and work as hard as you would in school.

Additional support for pupils with additional 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) will continue to need support whilst 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:

- Bespoke Learning Support Service packages emailed directly to parents
- SEND area on the school website, which will be regularly updated with current support available for families.
- Speech and Language and Occupational Therapy programs and resources sent directly to parents, where applicable.
- Pupils with EHCP's will be contacted by schools individually if not in school and where necessary a bespoke support plan will be established.
- Support packages focusing on developing and maintaining children's resilience and wellbeing. Circle-time groups & pastoral care an increased priority in Y5 & 6. Transition support to be considered further in Spring Term 2022.

Will the school consider some limited use of live interaction in the future and develop additional provision to support home learning?

Why are we limiting live lessons as part of our remote offer?

- Live lessons are prescriptive and mean that children would have to access the lesson at a certain specific time which is not always convenient to parents.
- If a child is struggling with a concept there is no opportunity to stop the lesson and go over it again which could lead to gaps in knowledge or frustration.
- If a family has more than 1 child at home, there could be unnecessary pressure on availability and access to devices as well as an unrealistic demand on adults within the household.
- It can be detrimental for a child's wellbeing to see their peers in class whilst they are unable to attend. Mental- Health & Wellbeing underpin our motives.
- Live lessons can pose safeguarding issues where people are able to observe children in their homes.

- We are continually evaluating the provision we are able to offer and are already researching new systems to support in areas such as music, PHSE and P.E.
- Online small group circle time sessions are being explored for those at home.
- Our commitment to Childhood, Mental & Physical Fitness are reinforced in the PVPS School Offer.
- We will constantly strive to improve the home school provision and to evaluate and adapt our approaches, as appropriate for our setting.
- Our offer has been generated in discussion with parent representatives from our GB, following conversations with our local GP, with staff input from all management tiers and from informal feedback given from welfare & courtesy home calls.

Autumn 2021 appendix

Updates to existing Remote Learning offer (November 2021)

- Following parental surveys & staff evaluation, it has been agreed that each class, in the event of a future lockdown or class closure, will have one 'live' session per day using google classrooms. The sessions will last between 45 & 60 mins depending on the nature of the task. Times will be decided by the teacher dependent on the age of children, concentration levels & the task in hand.
- The school community already has remote access to the following online resources which will continue to be used:
TT Rockstars, Mathletics & Oxford Owl to support learning in Maths and Reading.
- Moving forward, all KS2 children will have access to Century (a tuition platform which looks at knowledge & skills in Maths, English & Science). This programme has an Artificial Intelligence facility which creates an individualised plan for each child, focussing on their areas of learning need.
- In Early Years & KS1, children will have access to Floppy Phonics, a new interactive tool to promote Phonics within our school. This programme will ensure that there is consistency of approach in Phonics teaching across our school and amongst the wider community.
- Furthermore, class teachers will continue to offer a broad range of curriculum opportunities and suggest online links including signposting families to online relevant lessons from White Rose and Oak Academy.

All Home-School provision will be considered with the children's mental health in mind. Therefore, an appropriate balance between screen time and traditional tasks will remain vital.

From experience, our older children in Year 5 and Year 6 are more aware of the world around them and experience the most anxiety around Covid and its pressures. With this in mind, Mr McDowell and Mrs Turnbull-Mills will aim to resume weekly check-ins & PHSE sessions with Year 5 and 6 children to support and promote positive well-being.

This policy has been adapted to reflect the present COVID climate, staffing capacity (Implications of a one form entry school) and in response to parental questionnaire & informal feedback. Please do get in touch with Mr McDowell (HT) or Mrs Gaulton (DHT) if you require further clarification or assistance. We are only too happy to help.

Generated on 21/1/21 by the PVPS SLT

Reviewed 19/11/21 by P.Mc & NG. Taken to T&L Committee.

Approved by Full GB on 2/12/21 *amitchell*

Paul McDowell (Headteacher)



Diane Mitchell (Chair of Governing Board)