



# Cadishead Primary School

Allotment Rd. Cadishead. M44 5JD  
Acting Head teacher: Mrs J Thomas

**'Learning together for a confident future'**

## 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 if 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 document.

### ***The remote curriculum: what is taught to pupils at home***

A pupil's first day 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 of pupils being sent home?**

Early Years - On the first day of remote education, you will have communication from one of the year group's staff members via ClassDojo, who will provide a video explaining some activities for that day.

Years 1-6 - On the first day of remote education, you will have communication from one of the year group's staff members via ClassDojo. They will provide a video explaining the day's activities. These may include some activities set as a '2do' on PurpleMash - please contact your child's teacher if you are unsure of log in details or you have difficulty accessing either PurpleMash or ClassDojo.

### **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?**

Early Years - We teach the same curriculum remotely as we do in school wherever possible and appropriate. However we may need to make some adaptations. For example: 'being creative', 'exploring materials', and 'physical development'. We will still provide lessons for these areas of development but they will be altered to ensure they can be carried out remotely. **When the children are in school, a large part of their day is child-led play, where they can follow their own agenda, at that age, play IS learning, so we would expect children to spent time at home playing as part of their day.**

Years 1 -6 - We teach the same curriculum remotely as we do in school wherever possible and appropriate. However we may need to make some adaptations. For example in, Music, Art, D&T, PE where specific resources or spaces will not be the same at home as they would in school. We will still provide lessons for these subjects but they will be altered to ensure they can be carried out remotely. We will send a timetable for the week, which will mainly follow our in-school timetable.

As part of our school practice we continually revisit and review areas of learning in order to secure learning. The work set will be meaningful and ambitious.

## **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 will take pupils broadly the following numbers of hours each day: **These hours include both the time that remote teaching is provided and the time taken for work/activities to be completed by the children.**

Early Years	2-3 hours a day on average
Key Stage 1	3-4 hours a day on average
Key Stage 2	4 hours a day on average

## **Accessing remote education**

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

Pre-recorded Teacher videos will be sent daily to children via ClassDojo.

In addition to this the following will be used:

Early Years:

- Use of pre-recorded video for instructional videos, reading to children, head teacher updates and assemblies
- Printed learning packs (if a closure happens during a school day) or if requested
- Physical materials such as reading books and writing tools
- Use of online resources such as: Twinkle, Phonics Play, BBC Bitesize, *Oxford Owls*, *Oak National Academy*, *Ten Town* and *You Tube*.

Years 1 -6:

- Use of pre-recorded video for instructional videos, reading to children, head teacher updates and assemblies
- Printed learning packs (if a closure happens during a school day) or if requested
- Physical materials such as reading books and writing tools
- Use of online resources such as: Purple Mash, Phonics Play, BBC Bitesize, *TT Rockstars*, *White Rose Maths*, *EdShed*, *Oxford Owls*, *Oak National Academy*, *Letterjoin*, *Screen-cast-o-matic* and *You Tube*.

### **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 a supply of Google Chrome books in school, which we can loan out to any families who do not have a suitable online access at home. Please contact the office on 0161-921-1430 for more information.
- For any families who require paper packs, please contact your child's class teacher via ClassDojo.

## **How will my child be taught remotely?**

We use a combination of the following approaches in all year groups to teach pupils remotely:

- recorded teaching (e.g. Oak National Academy lessons, White Rose Maths lessons, Video/audio recordings made by year group teachers)
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Where possible - printed paper packs produced by teachers (e.g. workbooks, worksheets)
- long-term project work and/or internet research activities

## ***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 would expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

We would expect parents with children learning remotely to:

- Share the timetable with their children and ensure children are up and ready to learn
- Praise children for their remote learning efforts
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it

All children and parents sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

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

### Early years -

- During remote learning, the staff from each year group will be checking ClassDojo throughout the school day. They will be checking engagement and making telephone calls or sending messages on ClassDojo to any parents of children who have not engaged with home-learning or who they have concerns about. There will be a well-being check phone call made at least once a week to all parents. If a teacher finds a child is consistently not engaging with their work, then Mrs Thomas will make a call to the family.

### Years 1-6 -

- During remote learning the staff from each year group will be checking ClassDojo, PurpleMash and other sites where work may have been set, such as, Edshed and TT Rockstars, throughout the school day. They will be checking engagement and making telephone calls to any parents of children who have not engaged with home-learning or who they have concerns about. There will be a well-being check phone call made at least once a week to all parents. If a teacher finds a child is consistently not engaging with their work, then Mrs Thomas will make a call to the family.

## 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:

### Early Years -

- Work submitted to ClassDojo Portfolio will be approved and feedback will be given on a daily basis.

### Years 1 -6 -

- Work submitted on PurpleMash will be marked with feedback given on a daily basis - there may be occasions where the work is re-sent for editing and improving on this platform
- Work submitted to ClassDojo Portfolio will be approved and feedback will be given on a daily basis.
- Any challenges set on Spelling Shed/ Maths shed or TT Rockstars will be checked at the end of the day and scores will be recorded for our assessments.
- Online quizzes may be set and you may be asked for a photo/screenshot of the score achieved, these will be submitted via ClassDojo and feedback will be given on a daily basis and scores recorded.

## ***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:

- We will work with families to deliver remote education for pupils with SEND by ensuring that differentiated work is set to match the child's interests and abilities. Class teachers will discuss with our SENDCo any specific cases with specific needs and liaise with families in relation to this.
- For our younger children in Early Years and Year 1, teachers will ensure a range of learning and activities that match these children's needs.

## ***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?**

In the case of a child not being in school because they are self-isolating, where possible we will send the work that is taking place in the classroom via ClassDojo.

#### **Early Years -**

**English and Maths lessons** will be sent via Classdojo following on/mirroring the lessons being covered in the classroom at that time. This will include the resources/worksheets used in the classroom. Answers will be provided for self-marking at home. We may use online videos or BBC Bitesize to provide the introduction to the lesson.

**Other subjects** will follow the lessons covered in class that week. This will include the resources/worksheets used in the classroom. If the lessons being taught in class are not able to be delivered remotely (e.g. if it requires additional resources such as art resources e.g. clay or pastels) then alternative learning will be set via ClassDojo.

#### **Years 1-6 -**

**English and Maths lessons** will be sent via Classdojo or Purple mash following on/mirroring the lessons being covered in the classroom at that time. This will include the resources/worksheets used in the classroom. Answers will be provided for self-marking at home. We may use, White Rose Maths, Oak-Academy videos or BBC Bitesize to provide the introduction to the lesson.

**Other subjects** will follow the lessons covered in class that week. This will include the resources/worksheets used in the classroom. If the lessons being taught in class are not able to be delivered remotely (e.g. if it requires additional resources such as art resources e.g. clay or pastels, or geography resources e.g. maps and atlases) then alternative learning will be set via Purple Mash or Class Dojo.