



Adlington St. Paul's Primary School

Remote Learning Guidance for Parents/Carers

Updated January 2021

Learning Together Following Jesus

Christian values are the heartbeat of our school. Seeking to be respectful, responsible and empowering global citizens, we follow the words of St Paul, 'Whatever you do, work at it with all your heart' In this context, rejoicing in Jesus' love and compassion for all, we pursue excellence as we celebrate everyone's uniqueness in a broad, rich and balanced curriculum.

Remote Education Provision at Adlington St. Paul's Church of England Primary School

Intent

Our intent is to provide our children with the best possible education, whether through classroom teaching or remote education. We endeavor to give children a broad, rich and balanced curriculum of the highest quality that is aligned between home and school and consistent with that offered in previous years. We aim to set meaningful and challenging work each day, which deepens knowledge and develops skills, across a range of subjects allowing pupils to continue to progress through our school curriculum.

We strive to live out our vision, **Learning Together Following Jesus** *'Whatever you do work at it with all your heart'*, by implementing a wide and rich curriculum, with regular opportunities for active participation in collective worship. Our ambition is for children to flourish, academically, spiritually and in their wellbeing. We want our children to continue to feel an integral part of our church school community and class family, whether they are in school or at home.

Implementation

We have built on and enhanced our successful remote education provision, ensuring that an extremely strong offer is in place, that we are proud of, for all children, and responds to the needs of our school community.

At Adlington St. Paul's, we use Class Dojo, across the whole school, as our digital platform for remote education provision. This software is familiar to our children and parents. Selecting this platform provides consistency and continuity for children, parents and staff, whilst providing excellent opportunities for interaction, assessment and feedback.

Each day, every child across the school receives a remote learning template for the day from their teacher, through Class Dojo. This contains a warm message and details of the day's teaching and learning activities.

In the template, children can access teaching materials, such as links to recorded lessons, zoom meetings and worship. Supplementary resources, such as PowerPoint slides, activity sheets and pre-recorded videos of teaching and support are placed on Class Dojo for the children to access when needed.

Children in Reception to Year 6 receive age-appropriate pre-recorded videos, for Phonics, Mathematics, Topic and story time, in addition to online links and a range of daily learning activities on Class Dojo. They also have live zoom sessions with their class and class teacher based around a story and other wellbeing activities. Children are provided with exercise books and supplementary resources to support their learning at home.

Children in Year 3 to Year 6 also take part in live zoom whole class reading sessions based on their class novel which links to their wider curriculum.

Teachers plan and deliver carefully sequenced lessons, which enable children to obtain the building blocks they need to move on to the next step in their learning. Teachers have high expectations and clear objectives, which are shared with children for each lesson. Whilst learning is not fundamentally different when remote, teachers adapt their method of delivery in 'live zoom sessions' or 'pre-recorded lessons', so that content is in smaller chunks, with shorter presentations and modelling, followed by independent learning activities, assessment and feedback. Children communicate with their class teacher through Class Dojo,

where they can receive feedback and engage in dialogue about their learning. Children can upload their work to their personal portfolio on Class Dojo.

We continue to set home learning projects aligned to our wider curriculum Cornerstones, as part of our chosen class topics, to supplement and enrich teacher-led learning, encouraging parental engagement and individual interpretation and creativity. We continue to showcase and celebrate learning, from children at both school and home, using digital and social media. We also hold a whole school live celebration each week to award 'Star of the Week', 'Always Club' alongside other awards and achievements.

To supplement pre-recorded and live sessions, and teacher directed activities, we have invested in a range of digital subscriptions, including Ruth Miskin Read Write Inc. Phonics, Mathletics and TT Rockstars, as part of our remote education provision. As part of our remote education provision, children are also set regular physical activities and challenges.

Based on EEF research, which states that peer interaction provides motivation and improved learning outcomes, we arrange regular class sessions, via Zoom, for children to participate and engage in. We also worship together as a whole school through live zoom sessions led by staff and clergy and pre-recorded videos, led by staff.

Staff carefully monitor the engagement of all children on our Home Learning Platform, Class Dojo, and within live class sessions, via Zoom, by taking registers. Where there is a lack of engagement, teachers and SLT, make contact to establish reasons for this and offer effective support.

We work with our families in order to overcome and remove any barriers to learning. Where digital access is an identified barrier, we loan laptops, provided by the Department for Education. We also support families in accessing data for digital devices in order to access remote education. We have created videos to help families access online learning platforms effectively. We also provide a wide range of resources to support remote education, such as workbooks, exercise books and teaching materials if necessary.

During National Lockdown, we continue to support identified children at school and at home, to ensure they continue to access learning, address any gaps in learning and continue to make progress.

Impact

Through our high-quality remote education provision, our children continue to thrive.

Children make excellent progress and achieve well across the curriculum. Through positive engagement, children continue to feel a sense of belonging to our Church School community, which impacts positively on their intrinsic motivation and attainment. Our children gain independence in their learning, which evidence shows can improve learning outcomes.

Supporting children's social interaction helps maintain friendships and inclusion, and supports mental wellbeing. Providing regular physical activities and termly challenges, as part of our remote education provision, leads to children remaining physically and mentally healthy, and helps children to value the importance of maintaining a healthy lifestyle.

Through robust monitoring procedures and vigilance, children are kept happy and safe.

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 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?

Children should practice their weekly spellings, the definitions of these words and to put them into high quality sentences.

Children should read their home reading book and library book.

Children should access the online learning platforms of Times Table Rockstars <https://trockstars.com/> and Mathletics <https://login.mathletics.com/> for their weekly tasks.

Children should choose to do something from their termly pick and mix sheet linked to their wider curriculum topic.

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, some lessons that require certain resources from school may be taught differently for learning remotely.

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:

Primary school-aged pupils	<p>3 hours per day Key Stage 1</p> <p>4 hours per day Key Stage 2</p> <p>This will consist of:</p> <p>Daily spelling activity</p> <p>3x weekly prerecorded handwriting activity</p> <p>Daily phonics via Read Write Inc virtual recorded lessons (KS1 and some KS2 pupils)</p> <p>Daily online platform maths via Mathematics (including Numbots) and daily Times Table Rockstars</p> <p>Daily Maths activity via recorded lessons from White Rose Maths</p> <p>Daily English activity</p> <p>Daily Maths and English strong start sessions</p> <p>Daily wider curriculum activity (RE, PSHE, Cornerstones Topic inc. science and PE)</p> <p>Live zoom class sessions based on reading (stories KS1 and Whole Class Reading KS2) and well being</p> <p>Plus</p> <p>Daily Worship activities (live and pre</p>
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	recorded) Pick and Mix homework activities Any whole school activities
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Accessing remote education

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

All learning will be set daily via **Class Dojo**

Learning can also be accessed on the following digital platforms:

<https://login.mathletics.com/>

<https://ttrockstars.com/>

<https://readtheory.org/auth/login> (KS2 children only)

<https://www.ruthmiskin.com/> (children completing Read Write Inc.)

Zoom

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 small selection of laptops available for pupils to lend if necessary. Please contact bursar@adlingtonstpauls.lancs.sch.uk for further details.
- Pupils who do not have access to the internet and online platforms can request paper copies of work via bursar@adlingtonstpauls.lancs.sch.uk and arrange these to be collected from the school office or posted out. Parents can also contact school for support with internet access via bursar@adlingtonstpauls.lancs.sch.uk
- Pupils who do not have access to Class Dojo can submit their work by dropping it off at the school office.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- live online reading sessions, live online worship whole school sessions and wellbeing live sessions with class teacher
- recorded teaching (short recordings made by teachers daily to support spelling, handwriting, maths and the wider curriculum and also recordings from high quality platforms such as Read Write Inc., White Rose and Oak Academy)
- printed paper packs produced by teachers (for those children unable to access online learning)
- reading books and class library pupils have at home and also access to books online <https://library.thenational.academy/>
<https://home.oxfordowl.co.uk/reading/free-ebooks/>
<https://www.booksfortopics.com/storytime-online>
- commercially available websites supporting the teaching of specific subjects <https://login.mathletics.com/>, <https://ttrockstars.com/>, <https://readtheory.org/auth/login>, <https://www.ruthmiskin.com/> and also including video clips chosen by class teachers to support remote learning
- opportunities for children to work on tasks independently
- Pick and Mix Cornerstones topic homework grids

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?

- Our expectations for pupils' engagement with remote education are that, where possible, every child should engage daily with remote learning. The government has set out their expectations that EYFS and Key Stage 1 pupils should access an average of 3 hours remote education each day whilst Key Stage Two pupils (Years 3 -6) should access Remote Education for an average of 4 hours per day. As a school, we ask that all pupils engage fully in their Remote Education.
- Our expectations of parental support with remote education are that, where possible, parents create an environment conducive to learning, a clear routine of the expectations of the day and encourage and motivate children to engage in their remote learning

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

In this section, please set out briefly:

- Class teachers will monitor daily children's engagement with remote learning via Class Dojo and monitoring of online learning platforms such as Mathletics and Times Table Rockstars.
- If class teachers are concerned that a child has not engaged in remote learning a member of SLT will contact parents/carers via a phone call to check in and offer support
- If children are not able to engage remotely due to no online access, weekly phone calls will be carried out by class teachers or members of SLT to check in and offer support

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:

- Class teachers will assess and offer feedback on children's work posted into their individual portfolios on Class Dojo
- Pupils will receive daily feedback on their work via Class Dojo

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:

- Differentiated activities will be set for pupils with Special Educational Needs and Disabilities (SEND) where appropriate.
- Additional guidance and support for parents via class dojo.
- Access to school SENCO and SLT in school for advice and support.
- Staff will continue to liaise with outside agencies and specialists involved to ensure appropriate support and planning is in place.
- All Meetings to support pupils and review their provision will still go ahead to ensure that pupils needs are met.
- If pupils with SEND are finding it difficult to access remote learning parents/carers can email bursar@adlingtonstpauls.lancs.sch.uk FAO Mrs Dearden SENDCO and we will offer support and guidance
- If younger pupils, for example those in reception and year 1, are finding it difficult to access and engage with remote learning parents/carers can email bursar@adlingtonstpauls.lancs.sch.uk and we will offer support and guidance

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?

On your child's first day of self-isolation:

Children should practice their weekly spellings, the definitions of these words and to put them into high quality sentences.

Children should read their home reading book and library book.

Children should access the online learning platforms of Times Table Rockstars <https://trockstars.com/> and Mathletics <https://login.mathletics.com/> for their weekly tasks.

Children should choose to do something from their termly pick and mix sheet linked to their wider curriculum topic.

After that, your child's class teacher will post a daily remote learning template into their individual portfolio on Class Dojo for them to complete at home. Where possible, this will be inline with learning taught in school that day.

This will consist of daily spelling and handwriting practice, daily maths and English activities alongside online learning platform activities <https://login.mathletics.com/>, <https://trockstars.com/>, <https://readtheory.org/auth/login>, <https://www.ruthmiskin.com/> and a wider curriculum activity.

They can post their work into their portfolio for their class teacher to offer feedback (this may only be responded to after the school day has finished due to teaching commitments)

If children or parents/carers experience any difficulties with this self-isolation remote learning, we would encourage them to contact the school office for support and guidance via bursar@adlingtonstpauls.lancs.sch.uk or 01257 480276.