# Remote Education Offer

# January 2021

## STATEMENT OF INTENT

At Moorfield Primary School we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

This offer aims to:
- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning

During the period of remote learning, the school will maintain regular contact with parents and carers to:
- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

We recognise that each of our families have a different and unique set of home circumstances. As a result of this, we understand the need to be flexible in order to meet the needs of all our children and their families.

**Responsibility, Perseverance, Compassion, Thankfulness**

**Our remote learning offer is in line with the following guidance from the Department for Education (DfE) as well as recommendations from the Office for Standards in Education (OFSTED):**

**DFE expectations for remote education - autumn 2020**
*When teaching pupils remotely, we expect schools to:*
- *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- *set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:*
- *primary: 3 hours a day, on average, across the school cohort*
- *secondary: 4 hours a day, with more for pupils working towards formal qualifications this year*
- *provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos*
- *have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern*
- *gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate*
- *enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding*

**What's working well in remote education? – Ofsted's 7 tips 11th January 2021**
1) *Remote education is a way of delivering the curriculum – the remote education curriculum needs to be aligned to the classroom curriculum as much as possible. It needs to be carefully sequenced and ensure it provides building blocks to move children on to the next step.*
2) *Keep it simple – we don't have to make huge changes to the way we teach. We don't need to over complicate resources with too many graphics and illustrations. Provide an overview of the bigger picture and where an activity sits within a sequence of lessons or activities and divide content into smaller chunks e.g. short presentations or modelling of new content can be followed by exercised or retrieval practice.*
3) *When adapting the curriculum, focus on the basics – make sure key building blocks have been fully understood first. Consider the most important knowledge or concepts pupils need to know and focus on these including existing knowledge, such as handwriting or simple arithmetic. Consider alternatives for traditional practical activities – what can be done at home?*
4) *Feedback, retrieval practice and assessment are most important than ever – remote learning isn't fundamentally different. Feedback and assessment are still important but can be different to the more traditional e.g. peer interaction through chat groups, regular contact through an online platform to check in, low-stakes quizzes, retrieval practice, introductory tasks or scene-setting*
5) *The medium matters (a bit) – access to the right kind of device supports engagement for longer. We need to consider whether pupils have the right access and if not how can we support this?*
6) *Live lessons aren't always best – some think a live lesson is the 'gold standard' of remote education. It can keep pupils attention and align the curriculum easier but they are not always more effective than other approaches. It can be hard to build interaction and flexibility. Feedback can be less effective than recorded lesson segments followed by tasks and feedback. Recorded segments (some of which are produced externally) can allow you to draw on specific subject experts. A short attention span leaves a filmed lesson ineffective.*
7) *Engagement matters, but it is only the start – it's harder to engage and motivate pupils remotely than in the classroom as there are more distractions and you're not physically present to manage. Communicating and working with parents, without putting an unreasonable burden on them can help support home learning. Engagement increases when pupils feel part of the school community through whole school digital assemblies, newsletters etc.*

## Remote education provision

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education at Moorfield when local or national restrictions require entire cohorts (or bubbles) to remain 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?**

> The class teacher will post work to support them in the first few days of remote education before providing a more robust home education package in line with teaching and learning at school.

**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 if appropriate. However, we have needed to make some adaptations in some subjects. For example, we may set work by posting worksheets online with a video recorded explanation or direct learning towards a website such as The Oak Academy or BBC Bitesize explaining the activities to access and complete.

**2.Remote teaching and study time each day**

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

> There will be a minimum of three hours core learning each day (including remote teaching and independent work) in line with DfE guidance.

**3.Accessing remote education**

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

> Each class has a Class Dojo page which allows families to communicate with teachers and for teachers to post work daily. We also use a VLE to post learning as well as further work or activities to reinforce basic skills.
>
> Some learning will be directed to specific websites and learning tools we use in school, for example, Oak National Academy, White Rose Hub, Abacus, BBC Bitesize, ASE Science, Expresso, Phonics Play and Oxford Owl. Links to the specific learning will be posted on Dojo or the VLE.

**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:
> - Tablets can be loaned to parents with the requirement to agree to and sign a loan agreement.
> - The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.
> - Any pupils without internet connection at home will be provided with printed materials and regular/weekly phone calls from the class teacher will be provided to check on learning and wellbeing.
> - It may be appropriate for those children without access to remote learning to be offered a place in school based on the criteria for a vulnerable pupil

NB

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

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

We use a combination of the following approaches to teach pupils remotely:
- Pre-recorded teaching (e.g. Oak National Academy lessons, White Rose Hub, video/audio recordings made by teachers) and/or PowerPoints to guide learning and provide links to learning
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

## 4.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?**

It is expected that pupil's carry out a minimum of 3 hours core learning per day and this remote learning will mirror the learning taking place in the classroom wherever possible. A minimum of three pieces of work will be set daily in English, mathematics and one other subject – usually topic. These will be supplemented by links to other learning such as online PE sessions or pre-recorded basic skills sessions provided by teachers or TA's from across the school.

Primary school children will require some parental support with their learning and where appropriate, prerecorded video clips by the class teacher will support the home learning offer

A pre-recorded morning welcome will start the day with a brief overview of learning to support and motivate pupils

Opportunities will be made available to share learning with the teacher via the VLE and Dojo.

Class teachers will provide a weekly overview and timetable to support learning that replicates the school day. We advise that you follow the timetable where possible as this will support children in keeping on track with learning in school

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

The Class Dojo will be checked on a daily basis and the expectation is that children engage with the learning daily. However we appreciate that it may not be possible to complete all the work each day due to working from home and family commitments. We can be flexible with this expectation and ask that you work with the class teacher to identify a system that works for you and your family.

If the class teacher has a concern with regard to a lack of engagement with the remote learning being set then they will contact the parent direct to discuss how we can further 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 and TA's will provide feedback via the Dojo and keep in regular contact with their pupils and families in this way.
- Teachers will not necessarily be able to mark work that is set online but they will make comments and provide feedback on work that can be submitted, however they may not comment on all work. It may be appropriate to feedback at the end of a unit or topic as oppose to every piece of work shared.

NB
Teachers and Teaching Assistants are supporting pupils in school as well as at home and are making every attempt to find time in the school day to make contact with families working remotely. Teachers will be communicating with families at home between the hours of 8am and 4.30pm. School staff will not be expected to reply to Dojo messages outside of these hours.

All messages on the Dojo should be related to the remote learning or can be specific to a child's social and emotional needs. Any questions regarding the dojo account, passwords or issues with technology in general should be emailed - FAO School Business Manager admin@moorfield.stockport.sch.uk

## 5.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 with special educational needs and disabilities (SEND), may not be able to access remote education without substantial 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:

- The SENDCo and/or class teacher will be in touch with all families of children with an Education Health Care Plans (EHCP) to identify specific support for their child if they are working from home. This support will be to ensure learning is specific to each individual child's needs and focuses on learning targets within their plan.
- Class teachers and TAs will be in regular contact with families of children with SEND to ensure the learning is specific to their learning needs. It may be appropriate to provide learning packs in paper format to support these children working at home.

## 6.Online safety

**If there is live interaction between school and home what will be expected to keep everyone safe?**

All staff and pupils using video and audio communication must:

- Communicate in groups – one-to-one sessions are not permitted
- Wear suitable clothing – this includes others in their household
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication
- Use appropriate language – this includes others in their household
- Maintain the standard of behaviour expected in school
- Use the necessary equipment and computer programs as intended
- Not record, store, or distribute video or audio material without permission
- Ensure they have a stable connection to avoid disruption to lessons

We will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide pastoral care or provide support for pupils with SEND.

## 7.Safeguarding

**What safeguarding procedures are in place to support vulnerable families?**

The Designated Safeguarding Lead (DSL) in consultation with the Senior Leadership Team and class teachers, will identify 'vulnerable' pupils (pupils and families that may require further support) prior to the period of remote learning.

The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the     period of remote learning.

The DSL and/or class teachers will arrange for regular contact with vulnerable pupils and their families and keep in contact with social workers or other care professionals during the period of remote working, as required.

Vulnerable families will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.

The DSL will update relevant members of staff if further support is necessary for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the DSL immediately.
Pupils and their parents will be encouraged to contact the DSL if they wish to report
Safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

## 8.Data protection

### How will information shared remotely between school and home be kept secure?

Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

Sensitive data will only be transferred between devices if it is necessary to do so for the   purpose of remote learning and teaching.

Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised  access, it remains safe until recovered.

Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning. All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.

Moorfield families loaned school technology to support their child's learning are no permitted to let other family members or friends use the school-owned equipment

Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviours for Learning Policy or the Disciplinary Policy and Procedure.