

Remote Education Provision at Paradise Primary School

Remote Education Provision

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home, as well in the instance of a national lockdown.

For details of what to expect where individual students are self-isolating, please see the final section of this document.

The Remote Curriculum-What is taught to students at home

When being educated remotely lessons will be delivered using Microsoft Teams. Microsoft Teams is a secure platform and students will each be given an individual log in. This will be sent to you via class dojo. All classroom materials including daily resources and task sheets will be uploaded on the teams channel. Each timetables lesson will appear in your calendar. Please see the "remote learning" section of our website for all the timetables. Work set will follow the Curriculum for each subject where possible.

What should my child expect from immediate remote education on the first day or two of students being sent home?

If your daughter is sent home to isolate, lessons will be delivered on Microsoft Teams. If a teacher is unwell or unable to deliver a live lesson, we will endeavour to put cover in place but in the event that this can not happen there will be activities set for your child to complete.

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 students between 5 and 6 hours per day. The lessons are structured to follow best practice and allow time for independent work (offline). The structure of lessons is outlined below and reflects the structure used in school.

| Starter | Main | Plenary | Independent activity |
|--|---|---|---|
| A quick mini recap led by the teacher which links to content from a previous lesson, topic or unit | Explanation of challenging new content. Teacher explanation of the set activity for students to complete offline and teacher modelling of what is expected. | A quick plenary to so the teacher can gauge that new learning has been understood | Offline work, independent practice for students, once they have been taught and seen worked examples. |
| 3 minutes | 12 minutes | 5 Minutes | 20-30 minutes |

Accessing remote education

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

The primary platform for students to access all resources for remote learning is Microsoft Teams. Students are familiar with this platform. We will also post links for websites such as, Oak National Academy, BBC Bitesize as and when appropriate.

If my child does not have digital or online access at home, how will you support them to access remote education?

At present, we are not aware of any students who are unable to access online remote education. We have provided devices for those who need it; however, we recognise that some students may not have suitable online access at home. We take the following approaches to support those students to access remote education: • Issue laptops or Chromebook to those without devices • Print and post resources to students who may require it.

If you do not have access to online learning or experience difficulties then please contact Admin Support via class dojo.

How will my child be taught remotely?

Predominantly we deliver live lessons using Microsoft Teams. The school also uses a combination of the following approaches to teach students remotely: • live teaching (online lessons) • recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) Where required printed paper packs produced by teachers (e.g. workbooks, worksheets) • reading books available for students via oxford owl and e-books have been downloaded and put on Microsoft Teams • commercially available websites which are linked on our school website 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?

Students are expected to attend all lessons that are delivered remotely and complete all work set. Please read through the Acceptable Use Policy for Remote Learning with your child (see AUP below). It is helpful to make sure your child sticks to a clear routine, following their usual timetable. Please support them in finding a quiet place to work and support us in ensuring she follows the guidance for Remote lessons.

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

Registers will be taken and attendance will be monitored for online lessons. If your child is unwell or unable to attend the online lessons please report the absence as normal. If there are concerns with attendance your child's Head of Year will contact you.

For individual subject concerns, the class teacher or Head of Year will contact you. You might be contacted in one of the following ways:

- Dojo message or phone call from the admin team
- Dojo message or phone call from the class teacher
- Dojo message or phone call from the head of year
- Email, letter, dojo message or phone call from a member of the Senior Leadership Team.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individuals. For example, whole-class feedback or quizzes marked automatically via Microsoft teams is also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Weekly quizzes will take place for all subjects for the teacher to assess learning that has taken place during the week
- Weekly mental maths and spelling tests will continue as usual
- Your child will receive feedback on their work on a weekly basis for core subjects via the assignments tools
- Foundation subjects will receive a task on assignments on a rotational basis every three weeks which will also be marked via assignments.

Additional Support for pupils

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 students, for example some students with special educational needs and disabilities (SEND), or those that are vulnerable, 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 students in the following ways: • Regular (at least weekly) contact with parents/carers and students from a member of the SEN department • Work packs provided and distributed for individuals who require extra support • Extra support from a subject specialist in the core subjects when the need arises and is identified by the SEN Department to support your child's remote learning

Remote education for self-isolating students

Where individual students 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 students 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?

If individuals or a small group of students are isolating, work will be under classroom materials on Microsoft Teams. This work will be linked to the curriculum and follow the same content as those who are in school. If there are any issues, please contact the class teacher in the first instance for individual concerns, or your child's Head of Year.

Please read and agree the following with your child

Acceptable Use Policy

Teaching lessons remotely and online

Safeguarding

- All the rules for safe, professional behaviour that apply at school still apply online
- All teachers have been given advice about delivering remote lessons safely
- All our teachers have been safely recruited, have up-to-date training, have undergone enhanced DBS checks and are experienced professionals

- All lesson invitations will go to parent/carer email addresses so that you will log in for your child/ren
- Parents will be asked by teachers to confirm that they have read this guide when they receive their lesson invitation – **you must reply to confirm that you have read this and give permission to proceed**
- Parents/carers are encouraged to remain in the room and must always be in earshot of the lesson - other children should not be present if possible
- Parents/Students must not at any point record and/or take images of the live sessions due to safeguarding reasons.
- Teachers can mute participants and end the lesson at any time and have been instructed to end immediately if anything happens that they feel uncomfortable about
- If anything happens that you as a parent feel uncomfortable about you should report it to [Sabiha Musa](#)

Setting up the system

- Teams and class dojo is a safe system and all teachers will be using their school email addresses
- In the unlikely event of an unknown third party infiltrating the lesson, you must end the meeting immediately – this will be reported by the teacher when the session has ended
- If you have problems with video then teachers can deliver the lesson using audio only
- If you have technical difficulties with accessing the lesson, ask your teacher/school for advice and they will do their best to help you

Lesson Preparation

- Select a suitable room where your child will not be disturbed – **avoid using their bedroom unless there is no alternative**
- Try to ensure that external noise will not affect the lesson
- Some areas of your house may be better than others in terms of the Wi-fi connection
- Pupils must be dressed appropriately in daytime clothing.
- Remind your child/ren that this is a lesson situation and not a social media interaction and they should speak and behave appropriately as they would in a school lesson

You must reply via dojo to confirm that you have read this and give permission to proceed

Student Guide for using Microsoft Teams

| <u>Be Ready</u> | <u>Be Responsible</u> | <u>Be Safe</u> |
|---|---|---|
| Find somewhere quiet where you won't be distracted and access the lesson from your calendar | Treat the Teams lesson as normal class lesson. Be on time. | Students must not record the lesson themselves |
| Do not base yourself in your bedroom; dress appropriately | Your teacher will need your full name to admit you to the class. | Only connect to a meeting that you are invited to |
| Wear earphones if you have them | Make sure your display name is set and you do not change it. | Make sure your background is as plain and empty as possible. |
| Turn all other devices to silent and close down any other apps or programmes | Participate. If you want to say something, put up your hand to signal the teacher | If you feel unsafe at any time, you can leave and tell an adult |
| Check you can be seen clearly if using the camera | Complete any work set by the teacher during and after the lesson | |
| Turn your camera on for the register at the start of the lesson | Only use the chat function if directed by your teacher | |
| Mute your microphone upon entry | | |