Faith Primary School

'Loving and Learning in the Light of the Lord'

Remote Education Provision

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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 in Reception-Year 6 should expect their work to be uploaded on to Seesaw from the morning after there are sent home.
- Children in Nursery will find their learning on Tapestry.
- The work uploaded onto Seesaw and Tapestry will be the same as they would have been accessing were they in school.
- For those children that are unable to access Seesaw or Tapestry, paper packs will be available from school from the morning after the children are sent home.

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, Science experiments may be completed and recorded for the children to watch, rather than these experiments being carried out at home.

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	KS1- 3 hours
	KS2- 4 hours

Accessing remote education

How will my child access any online remote education you are providing?
- **Nursery**- Children will access remote education from the 'Nursery' page of the school website and through Tapestry.

- **Reception-Year 6**- Children will access remote education primarily through Seesaw. There may also supplementary activities accessed from their class page of the school website and Twitter.

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:
- For those children not having digital or online access at home, paper packs are available to be picked up from the school office.
- If requested, school will also provide appropriate resources to complete the work set i.e. pencils/pens/rubbers/playdoh etc.
- Weekly phone calls will be made by Teachers and Teaching Assistants. If you need a paper pack, please ask for one during this phone call.
- Paper packs contain the same activities as those set on the relevant online platforms.
- Paper packs will be available between 9-10am on certain days of the week. Class Teachers or Teaching Assistants will inform you on which day paper packs are available.
- Paper packs are to be collected and returned on the same day each week.
- Staff will scan completed paper packs on to Seesaw or Tapestry and give feedback. Feedback will be available one week after the paper pack was handed in to school.

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:
Nursery
- Printed paper packs produced by teachers, on request.
- 2x activities will be provided each day. These will be found on the school website.
- Daily story to watch on the school website
- Phonics videos with follow up activities.
- Weekly activity grid for continuous provision.
- Families will be contacted by the Teacher or TA on a weekly basis via phone call.
- Children will receive music lessons via Zoom, provided by Liverpool InHarmony.

Reception
- Printed paper packs produced by teachers, on request.
- A daily timetable will be sent out via Seesaw.
- Children will be provided with daily English, Maths and Phonics activities. These activities may consist of a video to watch with a follow up written activity.
- Children will also receive a Topic based activity on a weekly basis.
- Children will receive challenge activities in their daily audio feedback on Tapestry.
- Children are invited to engage in a Zoom assembly on Monday's. Those children that are unable to attend the assembly will be contacted by phone call to check how they are getting on with their work and their wellbeing.

- Children will receive music lessons via Zoom, provided by Liverpool InHarmony.

KS1
- Printed paper packs produced by teachers, on request.
- A daily timetable will be sent out via Seesaw.
- Children will be provided with daily English, Maths and Phonics activities. These activities may consist of a video to watch with a follow up written activity (National Oak academy/White Rose/IXL)
- Children will also receive a variety of Topic, RE, spelling and reading activities.
- Feedback will be given to children via Seesaw.
- Children are invited to engage in a Zoom assembly once a week. Those children that are unable to attend the assembly will be contacted by phone call to check how they are getting on with their work and their wellbeing.
- Children will receive music lessons via Zoom, provided by Liverpool InHarmony.

KS2
- Printed paper packs produced by teachers, on request.
- A daily timetable will be sent out via Seesaw.
- Children will be provided with daily English, Maths and Reading activities. These activities may consist of a video, PowerPoint, voice recording or instructions with a follow up activity to be completed by the child. Resources include materials from National Oak academy, White Rose, IXL, YouTube and Twinkle
- Children will also receive a daily Foundation subjects lesson.
- Feedback will be given to children via Seesaw through marking, comments, video and audio messages.
- Children are invited to engage in a Zoom assembly once a week. Those children that are unable to attend the assembly will be contacted by phone call to check how they are getting on with their work and their wellbeing.
- Children will receive music lessons via Zoom, provided by Liverpool InHarmony.
- Children also have access to Open-Play for the Step-Up home based sessions running on a Tuesday and Thursday morning from 11:00am-12:00pm. This is provided by the LFC Foundation.

NB> We reserve the right to amend or change the above if deemed necessary

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?
- Your child is expected to engage with the materials set for them either via Seesaw or in paper pack form.
- If your child is finding something particularly challenging, please contact their teacher via Seesaw of Tapestry. You may also phone the school office and your child's teacher will be notified to make contact with you.
- Children are expected to engage with In Harmony Zoom sessions and class assembly sessions. Non- attendance will lead to a phone call home.

- As parents, we ask that you try to support your children with their learning where necessary. If you are unsure of how best to help your child with a concept, please contact the class teacher and they will help you as much as possible.
- We encourage that you follow the timetables set by your class teacher.
- We encourage that your child is given somewhere quiet within the home to complete their school work.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?
- Work completed on Seesaw will be marked and feedback will be given before the next subject lesson. This may comprise of marking, a comment or an audio message.
- For some activities, teachers will provide an extension challenge for the children to complete.
- Children working from paper packs will hand in their old pack when collecting their next pack. This will then be uploaded on to Seesaw, marked and feedback will be given. We endeavor to do this within one working week due to quarantine guidelines.
- Using Seesaw and Tapestry, teachers can see on a daily basis the level of engagement of each child.
- A register is also taken for InHarmony sessions and class assembly sessions.
- Your child's teacher regularly updates engagement of the above and will contact you via phone or email if they feel that your child is not engaging with their remote learning. This will then be recorded on CPOMS as an area of concern.

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:
- Work completed on Seesaw will be marked and feedback will be given before the next subject lesson. This may comprise of marking, a comment or an audio message.
- Children working from paper packs will hand in their old pack when collecting their next pack. This will then be uploaded on to Seesaw, marked and feedback will be given. We endeavor to do this within one working week due to quarantine guidelines.
- Weekly class assemblies will also include child feedback of their learning and extension tasks may be set.

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:

- All activities will be differentiated appropriately for all children.
- School's Inclusion Manager will make contact with any SEND children that are struggling to access remote learning. Support may be given in the form of Zoom or phone calls with the child, additional resources provided by school, visual timetables to support routines and structures, a plethora of mindfulness activities will be provided to aid self-regulation.
- If a child has not completed an activity independently, a comment should be made by the parent when handing in the work. This will then be addressed by the class teacher.
- For Early Years we will post simple and accessible home activities that parents/carers can do offline as well as phonics teaching and other content online.
- We recognise that SEND children may find accessing core curriculum activities without teacher support and scaffolding difficult and will ensure a personalised approach for identified children which may involve using wider learning sites or different approaches to reach the same objective
- We recognise some neurodiverse children may be avoidant of remote learning. Parents/Carers will be offered support at home from OSSME foundation and ADHD foundation and signposted to the ASD training team as needed by the Inclusion Manager.

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?
- Children who are self-isolating will receive remote education in the same ways outlined throughout this document.
- Pupils needing to isolate will access the same content and activities as those children in school. Their work will be assigned via Seesaw or Tapestry on that morning and feedback will be given before the next subject lesson.
- If requiring a paper pack, they will be available the day after isolation starts. Paper packs will be marked and feedback will be given within a week of bringing them back to school.

Safeguarding

Faith's approach to safeguarding children is set out in our Child Protection Policy and Online Safety policies

Key points for this document
- Staff will not send private messages to children via other forms of Social Media
- Safeguarding is a key priority. Parents will be signposted to online safety content on keeping their children safe regularly

LGfL DigiSafe
Keeping children safe

SIX TOP TIPS
To Keep Primary Kids Safe Online During School Closure

Children are bound to spend lots more time on devices during school closure. **DON'T FEEL BAD ABOUT IT** – lots will be schoolwork or catching up with friends. But there are ways to keep them safe, healthy and happy.

Don't worry about screen time; aim for screen quality

Scrolling through social media isn't the same as making a film or story, or Skyping Grandma. Use the Children's Commissioner's 'Digital Five A Day' to plan or review each day together.

Be Mindful · Connect · Give to others · Be Active · Get Creative

Check the safety settings are turned on

Whether it's your home internet, mobile devices, consoles, apps or games, there are lots of settings to make them safer. The key ones are - can they chat to strangers, can they video chat or 'go live', are their posts public? **Internet Matters** has hundreds of guides to parental controls.

Get your children to show you their apps and games

You don't need to know all about the latest app or game, but if your child shows you what they are doing and with whom, you'll probably see if it's appropriate or not. Remember 18 games are not more advanced – they are harmful to children! For parent guides to apps, including recommendations for kidsafe apps and video platforms, search for **Common Sense Media** or **NSPCC's NetAware**. And why not download the **BBC Own It** app?

Don't try to hide the news about coronavirus

If you don't talk about it, your children might read inappropriate pages, believe scare stories or simply catastrophise in their heads. Why not watch **Newsround** together and talk about how they feel – there is guidance from **Childline** to help you.

Remind them of key online safety principles

There are too many to list, but remember human behaviour is the same online and offline. Remind your children to be a good friend, to ask for help if they are worried or if someone is mean, not to get undressed on camera and most important of all… if somebody tells them not to tell or ask for help because it's too late or they will get in trouble, **THAT'S A LIE!**

If you aren't sure, ASK!

Your school may be able to give you advice, but there are plenty of other places to ask for help as a parent or a child, whether it is advice or help to fix something. Lots of sites are listed at **reporting.lgfl.net**, including ones to tell your kids about (they might not want to talk to you in the first instance).

Why not stick me to the fridge and check in each day?

You can find anything above by just googling it, or follow us @LGfLDigiSafe on Twitter or Facebook where we regularly share these resources