

Remote education provision at Primrose Hill: Information for parents & carers

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or 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.

Q: What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Remote learning at Primrose Hill commences from the first day of any closure. Activities will be uploaded on class dojo for pupils to work on throughout the day by individual class teachers. This will be in the form of videos, worksheets, short tasks and quizzes. The class teacher will provide feedback to pupils as they upload their work on the 'Portfolios' section of the website. Regular updates will be posted on the school story by the headteacher to keep parents informed. Live lessons will normally start within 24 hrs of any closure.

If parents need any resources to help children with their work at home (pen, paper, workbooks, other materials), they will be asked to contact the class teacher through Dojo messages and they will arrange for these to be picked up from the front desk. In some circumstances, these items will be delivered directly to the family (eg if they are living far away or they are self-isolating). Whenever possible, these materials will be sent home directly with the child if the notice of the closure comes whilst they are still in school.

As soon as a confirmed notice of closure occurs, teachers, and our computer lead, will make direct contact with parents of children in the affected classes to ensure that they have the necessary devices to engage with our programme of remote learning. School will provide a device (either a laptop, chromebook or iPad) to those who need it. School also has a supply of WIFI dongles, pre-loaded with data, for those families who do not have a secure or reliable broadband connection.

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For children in EYFS, if time permits, books and other materials will be sent home with children to use for remote learning. However, if there isn't sufficient time, parents will be contacted via Class Dojo with a timetable of activities, suggested apps, websites and educational TV programmes

Q: 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 will broadly teach the same curriculum remotely as we do in school, ensuring that all topics that are in the curriculum overview for that time of year are still delivered. A maths and English lesson will be provided each day, along with lessons or tasks linked to all other areas of the national curriculum. Brain breaks will be planned for between lessons to ensure pupils are not sat at their screen for long periods of time. Teachers will deliver 4 live lessons per day, with additional activities in between, making use of nationally-produced materials such as Oak National Academy and BBC Bitesize to supplement the curriculum provision. Maths and English will be taught daily by the teacher, with foundation subjects taught throughout the week. Our P.E and Computing leads will teach their respective lessons to pupils as outlined on the Curriculum Overview (Spring 1: KS2- Computing, KS1- P.E). In some instances, certain topics or subjects may need to be changed or adapted due to the nature of the work being covered (eg for art and design, it would not be possible to undertake a scheme of work involving 3D sculpture as the materials – for instance clay – needed for this would not be readily available at each child's home). Due to the links we have with other professionals, some lessons may also be taught in collaboration with others; for instance one teacher has links with a ballet teacher and we also employ the services of a local artist to help support any creative work. We believe that this broad, balanced and varied offer will increase engagement and raise levels of pupil enjoyment.

For pupils in EYFS, staff teach the same curriculum remotely as they do in school wherever possible and appropriate. However, teachers do need to make some adaptations as children may not have the same resources at home as what is available in school

Remote teaching and study time each day

Q: 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:

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Key Stage 1	4.5 hours <u>This is broken up as follows:</u> 3 hrs live lessons 1 hr online task 30 mins of creative work
Key Stage 2	4.5 hours – 5 hours <u>This is broken up as follows:</u> 3 hrs live lessons 1 hr online task 30 - 60 mins of creative work (inc homework)
Key Stage 3 and 4	N/A

For pupils in EYFS, we provide 3-4 hours of learning each day.

Accessing remote education

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

We will use Google Meet to deliver our live lessons. Google Classroom and Class Dojo will be used to post any further activities that children need to do as part of their lessons or in between live lessons. Students will submit their work through Portfolios (on Class Dojo) or Google Classroom (depending on the nature of the lesson). Instructions for this will be given by the class teacher during the live lesson.

School has created its own 'how to' videos to help children and parents log in to their class. These can be located here https://www.youtube.com/channel/UCx2sR_kl554Nz2AnNDADbBQ

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For pupils in EYFS; Class Dojo is predominantly used to post lessons and activities. The portfolio feature on Dojo allows parents & carers to post photographs and videos of their child and to be shared with their class teacher. Short live lessons will be streamed, mainly for children to keep in contact with their class and to take part in an activity, such as a shared story. Recorded lessons will include 'shout puts' to pupils and families in order to increase the sense of engagement.

Q: 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:

Upon confirmation of a class, year group, phase or whole-school closure, a notice will be posted on the relevant dojo pages informing parents of an opportunity to borrow a device from school. At the same time another notice will inform parents that logins will go directly to them within the next few hours, along with instructional videos of how to login using the Google accounts, whether using a tablet, PC or one of the school Chromebooks. Parents who we know do not have access to our Gateway app, or who we know do not regularly engage with us on Dojo, will be telephoned directly about this offer.

We will take every measure to ensure that children who do not have access to their own technology will be loaned a device. Parents or carers will be asked to complete a device request form and then complete and return a loan agreement form. This document also contains a copy of our acceptable use policy. School aims to complete and action these formal requests within two working days of receipt (if devices are available). School will also try its best to accommodate all requests for devices and will use its own stock of class-based equipment to help facilitate this. If there is ever a time when a device is not available to a student, school will operate a waiting list system and work hard to address this shortage.

In exceptional cases where access to digital resources cannot be resolved or there are other circumstances that make learning from home online challenging, paper based work will be available after discussion with members of the SLT. Work will be provided on paper and pupils will either be provided with a series of stamped addressed envelopes to return work to school in (during the event of a long-term closure) or requested to bring the work back with them when their face-to-face lessons resume (where a closure will be less than 7 days).

Q: How will my child be taught remotely?

There will be 2 slots for live sessions that will take place daily with the first taking place at 9:30am and the second at 1pm. Each session will last 1.5 hours and during this time, two lessons will be taught; e.g. Maths and Geography in the am session, English and Art in the PM session.

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At 11am, the class teacher will post a recorded lesson (using a site such as Oak National Academy or BBC Bitesize) or a task for pupils to complete on their Class Dojo page. This will be a task that they can complete independently. This will give teachers time to look at previously submitted work and also prepare for the next live session.

All pupils will have their lunchtime from 12pm till 1pm.

Breaktimes will be planned for during live lessons so pupils are given the opportunity to interact with one another and chat to one another through the 'chat' facility on Google Meet. To help with mental well-being, lessons will go on longer than 45 minutes before a brain break or cool & calm moment is introduced.

At 2:30pm, a fun task will be uploaded for pupils to try until 3pm. This might be a short activity, creative task, research assignment, quiz, puzzle, question or problem. This will be a fun and relaxed way to end the school day. Older children may also be set homework to do if this is relevant.

Attending the remote teaching/ live lessons will be encouraged by all staff and devices will be available for parents to borrow if they require it. For any children who cannot attend the live lessons, a work pack will be printed once all digital options have been exhausted. Primrose Hill does however promote the use of live learning above all else as we believe that this approach will be more effective at moving our children on with their learning, whilst also being able to effectively monitor their well-being and safety.

If children are already in school when a closure is confirmed, extra reading books will be given to them to take home with them. School does however have access to an online reading scheme to help ensure children are able to continue reading at home even if they are unable to access physical books at the time.

Parents and carers of children in EYFS can access daily activities from Class Dojo. This will be a combination of pictures or stories to discuss or read independently, commercially produced videos (eg. Oak Academy), videos made by their own teacher and live sessions. Access to apps, such as Oxford Reading Buddy and Numbots are made accessible with a log in, so teachers can monitor usage and progress. Other apps, such as Teach Your Monster to Read are recommended.

Engagement and feedback

Q: What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

It is our expectation that all children engage with our remote offer. If pupils are not able to do this satisfactorily, a place in-school will be offered. We realise that we do need the full support of parents and carers in order to implement this offer and realise this intention.

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It is hoped that together we can create an effective daily routine and offer some stability to our children. At Primrose Hill we will offer advice and one to one support to any parent or carer who is struggling in any way to get their child engaged and online.

At Primrose Hill, there is an expectation that parents initially aid their children in getting their Google Classroom/ Meet set up on their devices. A video outlining how to do this is available on You Tube to ensure parents can do this with ease (please see details already provided above). We expect parents to set routines in place, similar to those that they would have if children were still attending school, for e.g. breakfast in the morning, ready for lessons with a workbook/ pens, lunchtime at 12pm etc. Parents should encourage pupils to wake up on time and be dressed and ready to attend the live lessons.

Teachers and TA's are available throughout the duration of the live lessons to support pupils in their learning; we hope that this helps relieve parents of providing constant learning support at home – or, where there is more than one child at home, parents and carers are able to focus on one child whilst the others are supported by their year group staff.

The 11am and 2:30pm task is an 'extra' activity for those pupils who are happy to continue on with their learning throughout the day. If it proves to be difficult for parents to manage then they can leave these as a teacher/ TA is not directly available to support pupils with their work at this time.

We ask parents and carers or pupils in EYFS to post daily and to respond to any private messages sent by their class teacher. Reception are asked to complete their phonics and maths lessons as a minimum. EYFS children will need support in understanding the activities and someone to help complete what is asked. We require the full support of parents to make this happen as we realise that children of this age will not be able to log in or access the work by themselves.

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

Children's engagement is checked daily as a register is taken in each live lesson. Pupils have the opportunity to ask questions, answer questions and write their ideas in the 'chat' facility of Google Meet. This allows the teachers and TA's to provide on the spot feedback, praising those who are engaging well and questioning those who do not seem to be participating. Class Dojo points are still being used to reward pupils for their behaviour and work. Vouchers are awarded to those who have shown particular effort or engagement during that session – these can be exchanged for a small prize which will be directly mailed out them.

Lessons are evaluated daily as the class teacher and TA will discuss how the lesson went, discussing pupil participation, engagement from pupils and progress. Staff are required to complete a remote learning log on all activities covered that day. This is checked regularly by the school's Senior Leadership Team.

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The headteacher also provides a weekly feedback sheet on live lessons and provision for the previous week to all staff in order to help increase engagement levels and improve our school offer.

For those pupils who do not engage/ or attend the live lessons, a phone call or a dojo message is sent to parents to discuss why this was the case. Technical issues can then be addressed or any problems can be discussed. Where children have only missed one lesson, a 'we missed you today' meme or graphic will be sent to the pupil. For those children who repeatedly do not engage, and where teachers have failed to secure the consistent support of the family, a letter from a member of the SLT will be sent to the parent or carer. A log of this will be kept.

Teachers and TA's will monitor the work submitted by pupils on 'Dojo Portfolio' or 'Google Classroom' (if the lesson requires it) and chase up any pupils who are not doing this. Once again, this is done via Google Meet, message on dojo or a phone call to parents. Where parents do not respond, teachers are asked to pass any concerns to a member of the safeguarding team for further follow up. A log of this will be kept.

For EYFS year groups, children's engagement and parents accessing the posts on Class Dojo will be checked periodically during the day and a register of engagement is kept for all staff to access. If the EYFS lead feels that parents and carers need help, they will be contacted individually by Dojo or by telephone to ask what support they need.

Q: 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:

Formative assessments will take place in every lesson that the teacher delivers as they would in class through questioning, responding to pupil's responses and assessment of the work completed in that lesson. Verbal feedback will be given through the lesson by praising good work, giving next steps for improvement and challenging them further with extension activities.

Teachers and TA's will respond to any work submitted on Dojo Portfolios and Google Classroom through marking (both automatic and manual), comments and giving next steps.

Planned activities throughout the week provide further opportunities for assessment such as quizzes at the beginning and/or end of lessons.

School has devised its own remote learning mark scheme utilising emojis. This is a convenient and quick way of marking work. It is also easily understood by pupils.



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Depending on the task, some pieces will have a light touch mark that shows the children and their parents that their work has been seen. Teachers will use our emoji marking code to acknowledge the work submitted and show our pupils that we value their efforts. School does however realise that the use of emojis does not replace the writing of comments, giving next steps, directing children to aspects of their work to correct, edit, improve or to challenge them with an extended task or extra questions. Instead, over the course of the week, teachers are asked to have a balance of light touch marking using the emojis for some work and some comments on other work. School also states that every child should have further comments in English and Maths, once or twice a week. For foundation subjects, more detailed summative comments should happen at least once over the half term.

Teachers and support staff of children who attend EYFS will be able to see children's engagement if they post pictures and videos on their Portfolio on Class Dojo. These will be viewed periodically throughout the day. Comments will be left on their portfolios within 24 hours.

Additional support for pupils with particular needs

Q: 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:

Live lessons will be differentiated (wherever possible) by teachers planning three activities, all being of differing difficulty rating. Pupils who are confident with the lesson content can then choose – or be directed to engage with – ‘activity 3’ as this will be most challenging out of the three. Children who still struggle can ‘pin’ the class teacher or TA to their screen and they will go over the concept again breaking it down into smaller steps. This will allow teachers and TA's to target SEND pupils and those who are lower ability.

YEAR 6 SEN: Year 6 SEND pupils will be taught separately to ensure lessons are appropriately differentiated and accessible for these pupils. Year 6 SEND pupils in school will join these lessons with their own headsets so they can be involved in lessons.

All children with an EHCP will have been personally telephoned by the SENDCo and offered a place in school. Whereby a child with an EHCP is still working at home, the SENDCo will check in with the family regularly to ensure that they are OK and to see if there are any extra ways we can support them. Parents of children with SEND will be told that situations are reviewed regularly and that school will always work with them on an individual basis to ensure that the right provision is put in place for their child.

If appropriate, the work of other specialist support – each speech and language or EMTAS – will be offered remotely if the child is not in school.

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For those in EYFS, children with additional needs will be contacted individually and sent activities relevant to their needs after consultation with the EYFS lead/AHT and SENDCO . They may be offered additional equipment. Links with any other services they usually receive help from will be contacted to see if any of their support can be delivered or replicated at home, e.g. Speech and Language therapy or physiotherapy. Close contact is maintained with these families.

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.

Q: If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

When this happens, the teacher will message that particular child with information on how to access printed packs, videos and tasks for the different lessons so they are completing similar work as those in class. The child will then submit their work via Portfolios which will then be marked.

English and Maths will be prioritised but Science and foundation lessons will also be shared in a similar manner. Due to safeguarding rules, the use of live lessons will not be arranged for children who are self-isolating. However, close contact will be kept with the child and telephone calls will be made to the child by their class teacher – or another adult they are familiar with – every 48hrs. Daily contact via dojo will also be made.

If you have any questions about our school's remote learning offer, or you are not satisfied with the quality of the remote learning on offer, please contact the school's headteacher, Mr Lee Ashton, or our school's Remote Learning Lead, Miss Nathalie Marshall, directly.

If you are still unhappy with any aspect of our school's work, please follow procedures outlined in our Complaints Policy. A copy of this is available on our school's website

<http://www.primrosehillprimary.co.uk>

Written December 2020; Updated January 2021

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