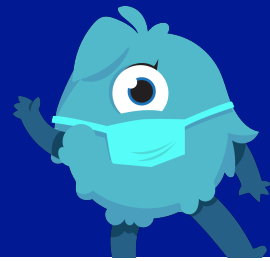


FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

IF YOU CAN DREAM IT YOU CAN DO IT!



**REMOTE EDUCATION PROVISION:
INFORMATION FOR PARENTS/CARERS**



Remote Education Provision: Information for Parents/Carers - January 2021

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from our remote education offer 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.

Additional information can be found in the school's '[Remote Education and Contingency Plans for Outbreaks](#)' policy and through the school's comprehensive 'Approach to Remote Education' webpage: <https://florencemelly.org/parents/remotelearning/>.

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. This is so our dedicated staff can prepare exciting lessons and activities to engage and enthuse the children. This doesn't happen any magic, it requires careful planning and resource making.

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

We use our established Class Dojo as the platform for our remote education. This is a system many of you will already be signed up to and be familiar with. It provides us with the means to communicate quickly and effectively. Our dedicated staff will prepare resources from the first day of pupils being sent home and these will be uploaded onto the Class Dojo platform. The resources provided on the first day may be somewhat different to our longer-term approach - for example, they may not be collated together using our agreed '[Remote Education Template](#)'. These templates take time to prepare and resource properly. These templates will always be made available from the second day where remote education is required but on the first day, our team may post a range of links, resources, games, practical activities and competitions to engage and enthuse the children from the get go. They will also signpost pupils to our online resources such as; TimesTable Rockstars, Lexia, Spelling Shed or spag.com (to name just a few).

Furthermore, all pupils have been issued with a 'Remote Learning' exercise book. Click here to see an example: [Remote Learning Book](#). These will be made available to pupils being sent home by the end of the second day at home. Where possible, we will send these home with the children immediately. On the inside front cover of these books is an overview for parents/carers and the child's username and password information. Click here to see an example: [Remote Learning Introduction Page](#).

We will also send home a supply of reading books and any other additional resources we see appropriate to immediately cater for the needs of the pupils having to work from 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?

Absolutely that is our intention but we also appreciate that working from home is not quite the same as working in school. In school, we have access to a range of specialist resources and spaces

that are not normally freely available at home. However, the activities set out on our '[Remote Education Template](#)' will be as closely linked to what is happening in school as possible.

The activities and tasks we provide our learners at home will follow both our long-term, '[Whole-School Curriculum Plans](#)' and our medium-term, year-group specific plans. We will absolutely do our best to provide a broad and balanced curriculum offer, with activities set for all subject areas. We will not narrow our curriculum. We want our children to experience a vibrant array of activities, like they would if they were in school. Our curriculum intent is to provide rich, memorable learning experiences and we believe in doing this regardless of whether the children are on site or not! Our '[Remote Education Template](#)' not only includes daily core and foundation subject lessons but also mental health and well-being resources and resources linked to our strong SMSC curriculum and themes for the week. In some cases, we will provide subject specialist support and lessons taught by specialists in their fields. For example, through our online platform, teachers will share prepared activities from our music, computing, Spanish and Food Technology specialist teachers. These tasks mimic what is being taught in school and are made accessible, as far as possible, to our remote learners 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?

Our dedicated team will provide activities that are equivalent in length to the core teaching pupils would receive in school. This includes direct teaching time which may include pre-recorded lessons and time for pupils to complete tasks and assignments independently. The amount of remote education we provide will be, as a minimum:

- ▶ Key Stage 1: 3 hours a day on average across the cohort, with less for younger children.
- ▶ Key Stage 2: 4 hours a day

This offer is in line with what has been set out by the government: '[Restricting Attendance during the National Lockdown: Schools Guidance for all Schools in England - January 2021](#)'. We will always ensure that enough work is provided for our pupils and appreciate that some children will require far more than this offer. We always do our best to cater for the needs of these children and provide additional, personalised challenges and activities for them.

Accessing remote education

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

We use our established Class Dojo as the platform for our remote education. This is a system many of you will already be signed up to and be familiar with. It provides us with the means to communicate quickly and effectively. Our dedicated staff will prepare resources from the first day of pupils being sent home and these will be uploaded onto the Class Dojo platform. We will also set meaningful tasks and challenges on a multitude of online platforms such as: [Lexia](#), [Times Tables Rockstars](#), [Mathletics](#), [Spelling Shed](#) and [spag.com](#). This is not an exhaustive list and each year group may use different supplementary platforms to support the needs of their children. Our staff also provide weekly, year group Zoom calls to encourage much needed social interaction and integrate assessment opportunities into the meetings in a fun and engaging way.

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 of our pupils may not have suitable digital facilities at home. This may be a lack of an appropriate device or problems with internet connectivity. Some families may be

sharing devices with multiple siblings and some just may prefer paper-based resources, as they are juggling their own work commitments or looking after younger siblings. It is our intention to cater for all needs and situations. It is our intention to alleviate all barriers to learning!

We have the capacity to lend laptops and mobile tablets. As many as is needed, we are committed to that! All parents/carers have already been canvassed, and will continue to be canvassed through our safe and well and WOW calls home, and asked if they require a device. The school has already distributed a large number to children across the school - multiple devices to some families. If you require a device, and we appreciate that circumstances will change as the lockdown continues, please do get in contact with your child's class teacher via Class Dojo. Alternatively, please contact:

- ▶ Miss Bear, our Remote Learning Lead: n.bear@fmp.liverpool.sch.uk.
- ▶ Mr Baillie, our Inclusion Lead: k.baillie@fmp.liverpool.sch.uk.
- ▶ Mr Doyle, our Pastoral Support Officer: joseph.doyle@fmp.liverpool.sch.uk.
- ▶ The school office on: 0151 226 1929.

We also have portable wifi routers with ample mobile data for families who are experiencing internet issues. We have created a very informative and simple to follow guide, to help those of you who receive one, set the portable router up. You can access this by clicking the following link: [How to Use our School Issued WiFi Dongles – A Guide for Parents/Carers](#). Our wifi routers can be requested in exactly the same way as the laptops and mobile tablets. Please do get in touch if you require one.

In some cases, we can provide printed paper-based packs of work. These are delivered, safely, by a member of our dedicated team. These can either be sent into school via Class Dojo (photos of the work), posted, dropped off in our reception area or a member of our team will collect them so that we can provide appropriate feedback.

We will always do our very best to solve any device and connectivity issues first as we do not want our children to miss out on the wonderful activities available to them online, including the weekly Zoom meetings where they can socialise with their friends.

How will my child be taught remotely?

As mentioned previously, we will use a multitude of different approaches to teach our pupils remotely. These include (but are not limited to):

- ▶ Pre-recorded teaching and videos. For example, the Oak National Academy lessons, or video/audio recordings made by our own staff. We have, steadily, added more and more video content to our remote learning offer and will continue to do so as our staff become more comfortable and confident with the technology. The school recognises that teaching in this way is down to personal preference and we empower our staff to offer what they feel comfortable with.
- ▶ Access to a whole host of online learning platforms and applications. Each child has their own log in details which are written on the [Remote Learning Introduction Page](#) in their [Remote Learning Book](#). These include: [Lexia](#), [Times Tables Rockstars](#), [Mathletics](#), [Spelling Shed](#) and [spag.com](#).
- ▶ Printed paper-based packs.
- ▶ Reading books and online based reading libraries like the [Virtual School Library](#) and the [Oxford Owl eBook Library](#).
- ▶ Other commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. For example, the [BBC's Bitesize Lockdown Learning](#) platform.

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?

We have developed a Remote Learning Agreement between our school, our staff and our parents. This is our commitment to them and what we expect in return. We fully expect our pupils to engage at home and it is our intention to alleviate all barriers to learning! We are committed to this

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

We monitor pupils engagement on a daily basis. This is done through a facility on the Class Dojo platform. All staff have access to this information and are monitoring pupil engagement throughout the day. We also have our own, internal 'lockdown trackers' that our staff complete. These have sections to identify a lack of engagement and are monitored by members of our Senior Leadership Team. This is monitored daily. Parents/carers will be contacted the day after a day when their child has not engaged. We understand that many of you may be working at home yourselves and may have a different 'working day' to the normal school day. Some of you may not start the activities until you have finished work yourself! That is absolutely fine, just let us know your situation and we will always work with you. That is why we will never contact you on the first day of no engagement. If a lack of engagement continues for two days, this will result in a home visit on the third day. This is to ensure that you are safe and well and to provide any support that we can. This is a measure that is necessary in this situation. The safety of our pupils and families is without doubt, our number one priority.

If engagement continues to be a concern, we may liaise with external agencies to ensure that it improves and to provide further support to families who may be struggling. In some cases, where engagement issues remain we may invite pupils back into school. That is only if we can safely accommodate them because of low numbers in some bubbles. In this instance, we would consider these children to be vulnerable as they would not be accessing an education and falling behind their peers. We have an excellent staff team, including outstanding pastoral and safeguarding provision, who are always here to help and support - please let us know if you are struggling.

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

Feedback can take many forms and does not have to mean written comments for individual children. We use a multitude of different assessment strategies to monitor the progress of our pupils including: whole-class feedback, quizzes marked automatically via digital platforms, differentiated questioning, digital verbal feedback amongst many others. We are committed to providing meaningful feedback to our pupils so that they know what they have done well and what they need to do to further improve. We use this information to plan appropriately pitched lessons that support and challenge our pupils. Our staff work tirelessly throughout the day, feeding back continuously to the whole class, groups of children and individuals. They record how well your child is progressing through the curriculum we are providing on our internal lockdown trackers. They collect data for the objectives set in English, maths and foundation subjects every single day!

Our staff also provide a weekly, year group Zoom where they cleverly plan assessment opportunities into the meetings in a fun and engaging way. As with 'normal' face to face teaching - our staff are always assessing the progress our children are making, even when they are working remotely at home.

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 are genuinely committed to catering for all needs and situations and are relentless in our quest to achieve this. We absolutely recognise that all children are different and unique and some pupils, for example, some pupils with special educational needs and disabilities (SEND), may not be able to access our remote education offer 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.

Many of our SEND pupils are provided with appropriate physical, paper-based resources to support their learning. We work closely with all of our families to ensure that they feel adequately supported. Regular safe and well telephone calls home provide the opportunity to discuss any issues or concerns parents/carers may have. Many of our pupils who have 1:1 support in school are still supported by their allocated 1:1 staff member and regular contact is made. This is achieved in many ways from video telephone calls to personalised resources prepared and hand delivered. We liaise with our families, listen to what they have to say and provide support as appropriate.

Our SENDCO liaises with our class teachers and helps to prepare resources for children to meet their needs. You can make direct contact with Mrs Findell, our SENCO, via email: r.findell@fmp.liverpool.sch.uk or contact our Inclusion Lead, Mr Baillie, if you have any questions or concerns: k.baillie@fmp.liverpool.sch.uk.

It is important to acknowledge that many of our most vulnerable children are still attending our setting and those considered vulnerable, as per the government (and our own) definitions, have been invited and encouraged to attend during this lockdown.

If you have any concerns, please do not hesitate to contact us and we will do our very best to support you and your child.

We appreciate that remote learning can sometimes be harder for younger children. We have an EYFS specific '[Remote Learning Template](#)' which is tweaked to take these difficulties into consideration. We also encourage our staff to provide lots of practical activities for our younger children to tackle and we place a greater emphasis on tackling gaps in their basic skill knowledge and understanding and in early reading and phonics skills.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate due to the COVID-19 pandemic but the majority of their peer group remains in school, our remote education offer will 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?

We have developed a '[Remote Education and Contingency Plans for Outbreaks](#)' policy which can be found on the school's 'Approach to Remote Education' webpage: <https://florencemelly.org/parents/remotelearning/>. This policy, amongst other things, identifies different potential scenarios when remote education may be required. For more details, please read through this policy as they

provide further details of our expectations and key actions in the event of each scenario. For example:

Scenario 1: In the event of an individual pupil having to self-isolate because they, or a family member, has symptoms. E.g. when a child has symptoms and must stay off school until they receive a negative test result.

- **Stage 1:** Parents/carers are to phone the school to notify us that their child/children have symptoms/a household member has symptoms and that they have to self-isolate. In this instance, it is important that the symptomatic person at home is tested as soon as possible so that the child affected can return to school, missing as little time as possible.
- **Stage 2:** The office staff will clarify if Class Dojo is accessible at home and if the child has access to a digital device. If not, in the first instance we will try to address the connectivity issue. If this cannot be resolved, paper copies will be created to send home/ be collected the next day but we will explore all other alternatives first.
- **Stage 3:** The teacher will be notified of the child's absence due to self-isolation and work will be set, using our Class Dojo platform. This will be ready the next day. The work set will mimic what is being taught in school, as best as physically possible. The teacher will set work for the remainder of the week, regardless of the first day of absence, not daily. If the child remains absent the following week, more work will be issued, via Class Dojo, for the next five days.
- **Stage 4:** A paper pack of work can be delivered to the child's house (if no digital alternative can be made). This is a last resort and the school will explore every option before this so that the child receives the best possible remote education experience.

We have identified Miss Bear, our Assistant Headteacher for the Quality of Education, as our new Remote Education Lead. She will be responsible for supporting our staff to provide the highest quality remote learning experiences for our children. Should you have any questions or concerns about our remote learning approach, please do contact her: n.bear@fmp.liverpool.sch.uk or message your child's class teacher on Class Dojo. We do appreciate that remote learning can be a daunting proposition but we are always here to help. Similarly, our Headteacher, Mr Leach is always on hand to help and you can escalate any concerns you have to him directly: a.leach@fmp.liverpool.sch.uk.



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