



## Marine Park Primary School

### Remote Learning - Statement of Intent -

At Marine Park, we understand the need to continually deliver high quality education, including during periods of remote working. 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.

#### Rationale

Marine Park is a unique school which is rich in terms of diversity. This has continued to drive and inspire the values we hold about education and its power to change and improve peoples' lives. It has also guided our decisions about the remote education we have in place.

The education we provide ensures that the key elements of effective teaching are present- for example, clear explanations, scaffolding and feedback. This can be facilitated in various ways according to the age, stage and type of access our children have to the remote education we provide.

With this in mind, we place greater emphasis on the teaching quality, in which ever form that may take.

At Marine Park, the learning environment evolves to retain high levels of pupil engagement, encourage deeper learning and is adapted for different learning experiences. Remote learning in itself, is also an extension of this. Face to face learning in school cannot be completely replicated in the same way via an online platform. We can ensure however, that we explore new methods of delivering the curriculum in the most innovative and inspiring way to move learning forward. This includes using emerging technologies.

#### To summarise our provision;

- All learning will be uploaded each morning, which may include pre-recorded videos, voiced over power points and relevant resources to support the learning.
- The learning that is uploaded will mirror the learning that is being provided for the children who are in school.
- Please remember that children learn at different rates and if children were in school the class teacher, if needed, would be adapting the learning as the lesson progressed. Therefore if your child's learning outcomes are slightly different to what is set then please feel free to adapt it when you need to and we completely support this.

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

If the school receives no notice of closure then the children will be expected to read, practise spellings as well as the number bonds, time tables to help secure the maths target that they are working on.

### Reading

For KS2 classes:

Y3 – 20 minutes per day

Y4, Y5 and Y6 – 30 minutes per day

For EYFS and KS1 classes- 10-15 minutes per day

### Spellings

Spelling Shed <https://www.spellingshed.com/>

Ruth Miskin Phonics <https://www.ruthmiskin.com/en/find-out-more/parents/>

### Maths

Children should focus their practice on their rapid recall of their times tables facts and key addition and subtraction facts. This can be supported via the websites listed below

TTRockstars <https://trockstars.com/>

Mathletics <https://login.mathletics.com/>

Topmarks <https://www.topmarks.co.uk/>

J2 Blast <https://www.j2e.com/j2blast>

## 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?

When teaching pupils who are working remotely, teachers will:

-Plan a programme that is of equivalent length to the core teaching pupils would receive in school. For KS1 this is 3 hours and for KS2 the provision is 4 hours per day

-The core provision will mirror the learning that is being provided for those children who are in school so that pupils have meaningful and ambitious work each day.

-The core learning will consist of a daily maths and English lesson as well as two other lessons including Science, Geography, History, Art, Music, PSHE, MFL and PE.

-All learning will be uploaded each morning which may include pre-recorded videos, voiced over

power points and relevant resources to support the learning.

-Where children do not have access to a device, a paper pack will be provided. This will be issued each Friday. Any completed work should be returned at the same time.

**The learning that is uploaded and any paper copies will mirror the learning that is being provided for the children who are in school.**

### **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:

All provisions for remote learning will be subject to the class group's age, ability however the DfE have stipulated that:-

KS1 – 3 hours KS2 – 4 hours

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

#### **Foundation Stage**

Parents of our children in the Foundation Stage can engage with learning at home via Google Classroom. They are also able to share photographs of the activities the children are engaging with via the nursery/reception email address.

#### **KS1 and KS2**

The children are familiar with Google Classroom and all staff have received extended training on how to use the platform. All children have been provided with any login details required to access this and staff in school have information to help assist with any technical support required.

### **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:

-All children who are in receipt of pupil premium are contacted as a priority. The LA are supporting schools with the acquisition of devices for these families.

-Any other children who are not accessing the remote learning within the first week are contacted as a priority. If they are unable to access the learning because they do not have a suitable device then the school will do all that they can to try and provide them with one through the additional support offered through the LA.

-Parents are reminded via Parent Hub that if they are having difficulty then they can contact their

child's class teacher immediately.

-Where possible work will be made available that does not need printing out

-Any printed materials that are needed, if they do not have online access, can be collected from school and the parent can bring this work back to school each week for feedback.

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

All pupils have been provided with materials to record some of their learning in. The school will use a range of teaching methods to cater for all different learning styles, this includes:

-Pre-recorded video or audio lessons

-Voiced over power points

-Work booklets

-Past assessment papers

-Current online learning portals such as Google Classroom

-Quizzes

-Educational websites such as Reading Plus, Reading Eggs, Spelling Shed, TTRockstars, Mathletics, Topmarks, J2Blast, Oak Academy, The Natural Curriculum, BBC Bitesize, Espresso

-Websites and videos which support and encourage physical activity for health, fitness, fine and gross motor skills i.e. Joe Wicks, Cosmic Kids and pre-recorded Yoga from our school instructor, Dough Disco and Squiggle.

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

Each day, teachers will upload the work set for each child.

Parents should encourage children to follow the work provided as it gives a structure and clear expectations.

The work will be a mixture of the types of task already described above. It will cover English, Maths and other curriculum areas daily.

Pupils should complete all work set on a daily basis. If students have any difficulties or require any additional assistance/instruction, then they can communicate with their teacher via Google Classroom to address this- \* please see additional information in the next section\*

All schoolwork completed through remote learning must be completed to the best of the pupil's ability as well as being the pupil's own work.

The school expects pupils to maintain a good work ethic during the period of remote learning.

Pupils are accountable for their own schoolwork – teaching staff will contact parents via parent Hub or phone conversation if their child is not completing their schoolwork or their standard of work has noticeably decreased.

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

Each day teachers will check whether your child has accessed the remote learning on Google Classroom. If they have uploaded work then this will be commented upon.

Staff will also check the level of engagement for their class on a weekly basis.

Staff will make regular phone calls to all parents whose children are accessing remote learning.

If your child can be seen as not engaging with the remote learning then your child's class teacher will contact you to offer whatever support you may require.

If there is no improvement in the level of engagement from your child, despite the level of support offered, then a call will be made by the Head of School- Mrs Metcalfe or the Executive Headteacher- Mrs Burden.

\*We recognise that for some families, the logistics of making remote learning work can be complicated i.e. parents working, sharing of devices between children, band with etc.

\*The work is set so that children can access it when it is convenient to you and your family.

\*Teachers are available to support between the hours of 9:00 and 3:30. Any queries made after 3:30 will be responded to the following day. At other times, staff will be delivering face to face lessons in school and will respond to any queries as soon as they are available.

## **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:

Any work that a child has uploaded will be commented upon and marked in line with our marking and feedback policy.

We will also gather feedback from pupils and parents through our regular phone calls.

Any learning that has been produced by the children who do not have access to remote learning devices can be returned to school for the class teacher to mark.

## **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 children who have an EHCP have the opportunity to attend school during lockdown to receive their entitlement.

For pupils with SEND, learning is differentiated appropriately and teachers and TA's liaise on a regular basis with parents to support the learning. Where required staff provide additional resources which staff deliver to pupils homes.

For younger pupils, for example those in reception and nursery the remote learning reflects the seven areas of learning that the children would experience in school. Teaching videos are provided which include Nursery Rhymes and Number songs, stories and phonics sessions as well as a weekly videos which provide ideas and suggestions of activities to support the overarching learning focus.

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

Where individual pupils need to self-isolate but the majority of their peer group remains in school, children will be provided with remote learning through the Google Classroom or individual learning packs.