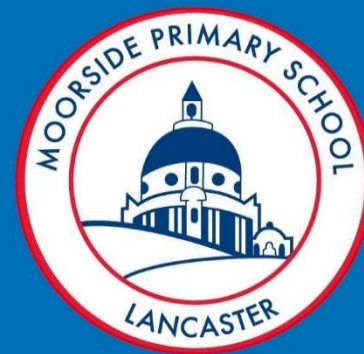


Moorside Primary School

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Headteacher: Mr Roger Shone

Deputy Headteacher: Mr Jonathan Whitwell

Assistant Headteachers: Mrs Alice Earnshaw & Mrs Kate Nuttall

Remote Learning – expectations and arrangements

What can I expect on the first day or two if my child is sent home from school?

On the first day or two after being sent home, online work is available via 'Seesaw'. At first, this will be general consolidation of skills and content relating to your child's year group. Paper copies can be made available on request.

What will my child be taught after the first few days?

After the first few days, we will teach broadly the same curriculum remotely as we do in school wherever possible and appropriate. However, where the teaching would involve access to specialist resources or is inappropriate to carry out at home, this may be delayed until the children return or replaced with an alternative lesson.

How much work should my child be doing?

Each day the school will set specific learning tasks for each day a bubble is closed. In addition to this, additional activities are available, along with other ways children can interact with school. As a guide:

Reception / Key Stage 1: Three and a half hours a day

Key Stage 2: Four hours a day

How will my child access remote learning?

Moorside uses an online platform called Seesaw. Access codes were generated and sent to families at the start of the school year to ensure that children could access learning easily from the first day of any closure. If the code has been lost, parents and carers can contact school for a reminder.

To provide support with digital access, children can borrow a laptop. If families do not have access to WiFi, then a router can be supplied. Alternatively, paper copies of work can be provided. Parents can contact the school office by email or phone should they need help.

How will my child be taught remotely?

To provide structure a weekly and daily timetable is provided so that children understand how and when their learning will take place.

Teachers personally introduce the day either as an audio or video message.

In addition to a written description of a task, video clips and demonstrations are used to model specific skills eg how to carry out a calculation. These may be personally created by the teacher or via a link to a reliable site.

Teachers try and replicate the stages they would go through in a classroom in a real lesson. As the week goes by, the skills are developed and built up.

Good examples are also provided to give children an idea of what to aim for.

Links are also included to sites which provide further information or content.

Children may also be set more open ended challenges or project work.

What will feedback be like?

Feedback is provided to identify what aspects of a task have been done well. Where a child has a misconception or has not necessarily completed work in the way it was expected, feedback may be given to ask them to look again at aspects of the work with hints and suggestions for what they need to do.

How will we monitor engagement?

Records are kept of the frequency children are accessing Seesaw and completing work. Whilst it is understood, that not all children will be able to complete and return all work, there is an expectation that the majority of tasks are attempted. Where school has concerns, contact will be made either through a home visit or phone call to offer support.

What if parents or children need help accessing work?

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. Therefore, some children will be provided with extra help via online tutoring in small groups or on a one-to-one basis. Staff are happy to support children and parents with the skills to operate Seesaw. This can be done on the phone or by sharing their screen to demonstrate aspects of the platform.

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

When an individual child is self-isolating, but the rest of the class is attending, the vast majority of the teacher's time is spent with them, therefore the nature of the tasks we can set is different. Children will still be able to access the general practice and consolidation activities available for the year group. School will also make available, activities that are covered during the absence. These can be supported by phone calls home and/or video calls.