



Manchester  
Communication  
Primary  
Academy

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# Manchester Communication Primary Academy

Providing Remote Learning

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Policy 20-21

## Approval History

Approved by:	Date of Approval	Version Approved	Comments

## Revision History

Revision Date	Previous Revision Date	REV	Summary of Changes	Changes Marked	Owner / Editor
01/21			Policy created		

### 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 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.

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

In order to provide pupils with remote education immediately, all children will have some maths, English and some other work posted on their class dojo page for them to complete on the first day. Teachers will then put together workpacks, consisting of

maths and English work, which will be posted out in the first couple of days for children to use alongside their online learning. Where possible, we will try and send children home, on the last day of school, with their printed workpacks so that they are able to use these straightaway.

### **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, in years 2-6, instead of using the Talk for Writing approach, we have instead used the principles of The Writing Revolution to ensure that all children understand and are able to apply the basic principles of writing. We have changed the key text for year 3 children to use in English so that it is better pitched and children are able to access the work. We have changed the coding program the children are using in year 6 so that they are able to consolidate on previous skills first before moving on to something more complex. In science, we have focussed on the scientific knowledge the children need to know and will catch up on the skills at a later stage. In PE, we have had to think about how we can get children to participate in this safely whilst being at home so, instead of teaching gymnastics, we have used resources such as the daily live workouts by Joe Wicks and youtube videos of yoga/ dance and HITT workouts. Finally, we have a Wellbeing Wednesday day each week where an activity is posted on Class Dojo which focuses on the child and their wellbeing. Pupil voice has highlighted the stress that some of our children are under so it is important that we plan activities each week which allow children to focus on themselves rather than their academic achievement. Staff also use the Elsa Support Wellbeing Daily Resources to support in this area.

### **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:

Nursery	2 hours: 3 x 20 minutes live lessons 3 x 20 minutes independent work
Reception	3 ½ hours a day: 3 x 30 mins live lessons 2 hours independent work +30 mins challenge
Year 1	3 ½ hours a day: 2 x 40mins live lessons

	1 x 30mins live lesson 1 hour 40 mins independent work +1 hour challenge
Year 2 - 6	4 hours a day: 2 x 1 hour live lessons 2 hours independent work +1 hour challenge

Challenge time is not included in the totals as it is optional.

## Accessing remote education

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

We are using the following online tools/ digital platforms:

- Class Dojo
- MyOn
- Purple Mash and
- TT Rockstars.

### 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:

We make daily phone calls to those families where children are not engaging in their learning. If there is an issue with devices, this is logged on a spreadsheet and the Headteacher issues the family with a laptop or tablet. These are delivered by MCPA staff to the families at their home and set up so that children are ready to start using them.

Where parents are struggling with internet connection, we provide dongles. These are delivered by MCPA staff to families at their home.

Printed work packs are provided to all children at the start. Some families request printed packs instead of online work where they find that this works better. The school supports and works alongside families in finding a solution which works best for them.

Written packs can be handed in via a contact-free drop box outside school.

## How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

In order to teach pupils remotely, we:

- Carry out live teaching every day for English and maths (online lessons)
- Upload links onto Class Dojo pages of recorded teaching (e.g. Oak National Academy lessons, BBC or video/audio recordings made by teachers)
- Send home printed paper packs produced by teachers (e.g. workbooks, worksheets) to support with English, maths and topic work
- Provide children with reading books for home if needed
- Provide children with their individual logins for MyOn, Purple Mash and TT Rockstars so that they can access these from home
- Use commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Upload weekly wellbeing activities on Class Dojo
- Celebrate success in our virtual whole school assembly and the school's main dojo page
- Provide live lessons for parents to offer support

## 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 expect all children to attend the live lessons and complete the follow up work set on Class Dojo. This is monitored on a daily basis with phone calls home made/ individual messages sent on Dojo, to those families where children have not attended/ uploaded work.

A suggested timetable is issued to parents which they may choose to follow in order to better structure the day.

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

Pupils' engagement with remote education is checked on a daily basis, lesson by lesson. If a child has not attended a live lesson, their parents are rung to remind them to be online for their next lesson.

If engagement continues to be low, the following action is taken:

- Supportive call from class teacher to identify and address any barriers to access.
- Call from a member of SLT to discuss parent support and directly speak to the child.
- Home visit to provide support and encouragement.

## **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:

Teachers will aim to reply on the same day to messages sent during school hours (9.00a.m.-3.00p.m). Messages sent after 3.00p.m. will usually be responded to on the following working day.

Teachers will also use their live lessons everyday to provide children with feedback. The last 15 minutes of a live lesson will be used to provide further feedback to those children identified in the lesson as needing more support or those children who do not feel as confident with the independent work.

Teachers may respond to pieces of work uploaded on Class Dojo and send it back to a child to edit before approving it.

Some teachers may record whole class feedback and upload this as a video on Class Dojo.

Our feedback policy is whole class - this means that individual pieces of work will be acknowledged and sometimes commented on, but most high quality feedback will come in the form of the teacher addressing the class.

## **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:

Pupils with SEND receive phone calls home, from the inclusion team, once or twice a week who respond to their needs. So, for example, if there is too much information on a page or a child can't see it well, we take it back and break it down for them. In addition to this, live lessons for SEND children are from their small groups such as the NEST. Work set is by their small group teacher in the NEST or the COVE and

1:1 TAs have input in the work set for their children.

For our younger children, we do more live lessons but their duration is shorter as we acknowledge how difficult it is for the younger children to stay on task for so long. Phonics continues to be taught to the children as it is vital they continue to learn in this area. The parent live lessons, delivered on a weekly basis, support parents to support their children at home.

The engagement of children with SEND is tracked on a live basis, so that immediate supportive action can be taken to improve it if it drops.

## **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?**

If self isolating, there will be an allocated teacher who will be responsible for your child's learning at home. This teacher works very closely with the class teacher to ensure that learning at home will be as close to the learning taking place in school. This will ensure that children are being taught a well-sequenced curriculum with meaningful and ambitious work. The allocated teacher will:

- Adapt class powerpoints and worksheets to make them home user friendly and upload these to dojo for children to access.
- Provide families with a minimum of two phone calls home to check in and get them engaged with learning.
- Continue with, phone calls home, even after children are engaged in learning; these are based on their needs.
- Provide children with feedback on their dojo task. This will involve some children getting phone calls or messages to explain or add some challenge whilst others will get videos to tackle misconceptions and explain the work further.
- Reception children will be provided with paper packs for the week based on the work being completed in schools.