

Lea Community Primary School



Remote Education Policy



Date of last review: Autumn 2023

Policy holder: Emma Cottam (Curriculum Lead)

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?

On the first day of any school or class closure, your child's class teacher will be in touch regarding the expectations and delivery of online learning. There will be instructions given on how to use the online platform of ClassDojo. During this time, you will need to contact your class teacher with any issues you have connecting to the online platform so that provision can be made for you.

The staff of Lea Community Primary School will also ensure that there is appropriate provision for your child's mental health during this transitional period. This may be through online resources, social stories and other resources that will support their mental health.

During the transitional phase of switching to a period of remote learning, your child can access learning that is set to their individual needs through a range of high quality websites and learning tools.

We have individual access to the following learning platforms:

- *Times Table Rockstars
- *Bedrock learning (KS2)
- *Mathletics (KS2)
- *Reading Eggs (KS1)
- *MathsSeeds (KS1)

Passwords and log in details were sent home during the Autumn term (2020).

If you require assistance with these websites, please contact your child's class teacher via the messaging platform of ClassDojo.

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?

At Lea Community Primary School, we aim to teach the same curriculum remotely as we do in school wherever possible and appropriate.

- We are following the mastery approach to Maths, using the NCETM Spine Materials and White Rose Maths as a guideline for daily sessions. Each lesson will include opportunities to develop fluency, problem solving and reasoning.
- In English, teachers will use the guidance set out in the Lancashire units for English to set well sequenced, scaffolded units of learning. All of these units will lead to a writing outcome that is closely linked with National Curriculum objectives.
- For Science and foundation subjects, we will be following our carefully sequenced schemes of learning and meeting National Curriculum objectives for all subjects covered within the period of remote learning.
- However, we have needed to make some adaptations in some areas of the curriculum. For example, in KS1 and EYFS we run an enquiry-based approach in school; which is not easily transferrable to remote learning. All children in these year groups will be provided with a set amount of learning tasks each day to complete.

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:

Key Stage 1	For KS1 children, approximately 3 hours of remote learning will be provided. <i>*This is in-line with Government expectations.</i>
Key Stage 2	For KS2 children, approximately 4 hours of remote learning will be provided. <i>*This is in-line with Government expectations.</i>

In addition to the set tasks provided, our online learning platforms will be available for children to access throughout the period of remote education.

Accessing remote education

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

All remote education will be done via the portfolio element of ClassDojo.

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:

At present, we are funded by the government to provide laptops for disadvantaged pupils in Key Stage Two (Years 3-6). However, our aim is to support as many children as possible who do not have access to a device to complete their remote learning on.

If you are eligible, a device will be leant out for the duration of the school closure and a loan agreement will need to be signed by parents before the device is taken from school.

We advocate the use of a device whilst completing work set by teachers on online platforms. In the event of extenuating circumstances, a paper pack will be provided until these issues can be resolved. Our aim is to create the best learning opportunities possible where all children have access to the video instructions, live marking, feedback and communication with your child's class teacher that ClassDojo provides; the use of paper packs does not provide this.

Technical support is available from school staff by contacting itsupport@leacp.lancs.sch.uk . By offering this guidance, we hope that we can support all of our families to engage in successful remote learning via the use of ClassDojo.

How will my child be taught remotely?

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

- Recorded teaching (e.g. video/audio recordings made by teachers, White Rose Maths videos, Oak National Academy lessons.)
- Worksheets and other activities available on ClassDojo.
- Printed paper packs (e.g. workbooks, worksheets)

- Exercise books
- Commercially available websites supporting the teaching of specific subjects or areas.
- Long-term project work and/or internet research activities.

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 fully understand the pressures on families including working parents and fully appreciate that our expectations below may not always be met with the demands of day to day life... just try your best; that is enough.

If you have any worries, then please contact your child's class teacher in the first instance.

For remote learning, our expectation is that parents and carers set up a safe space for children to engage in their home learning, along with a routine that works for you as a family. This should ideally be a space away from the distractions of television and games consoles.

It is an expectation that all areas of remote learning are completed and sent back to your child's teacher for marking and feedback.

Please bear in mind that it is your role to support your child in their learning, not to complete it for them. We do ask that you allow your child to submit work completed independently. If you are, for example, correcting spellings, please use this as a learning opportunity and give your child the chance to use a dictionary and rehearse and remember the new learning by applying it to other curriculum learning or experiences.

Encourage your child to discuss any worries, concerns or feelings they may be experiencing and make time each day just to talk.

If you do need any support with this please contact Mrs Green on c.green@leacp.lancs.sch.uk.

Encourage your child to apply our school values throughout their learning and all they do

Provide your child with regular breaks, food and drinks, including time for them to get out in the fresh air and play (within current guidelines).

Make time as a family to spend time together, do things or play together. We love to see and hear about the engagement in family learning that can be done during time away

from school. e.g. learning a new skill like washing the clothes or gardening, playing board games or building things.

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

- Class teachers monitor engagement in all activities by keeping a daily log of work completed by individual children.
- Dojo messages will be sent if no or little work is submitted
- Weekly phone calls will take place with all families and any concerns will be discussed during these phone calls.
- Further Dojo messages will be sent or more frequent phone calls given if concerns are not being addressed.
- Persistent concerns may be passed to Mrs Slater or Mrs Green to offer further support or action.

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:

Learning isn't fundamentally different when done remotely. Feedback and assessment are still as important as in the classroom. Our feedback may not always mean extensive written comments for individual children but all pieces of work will be responded to in a timely manner. This may include praise and celebration, a next step or a correction for the children to complete.

We aim to respond to every piece of work in a timely manner between the hours of 8:30am-4pm, with the exception of a Friday afternoon, when teaching staff will take their PPA time. Any work submitted after 4pm will be responded to the next working day.

If an issue arises with your child's learning, staff will respond to any questions or areas that children are struggling with in the most appropriate way. This may be through written feedback, questioning, a voiceover, a video of a strategy or a phone call.

There will also be times where we will use online quizzes to check children's understanding of a topic.

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:

It may not be possible for us to fully meet any EHCP or learning plan targets while delivering remote education. However, work will be provided that is differentiated to children's individual needs inline with their learning plan or IEP targets.

We appreciate that for younger children, especially those in EYFS and KS1, remote learning may be difficult and children may struggle to access the learning independently. For these children, remote learning responses will not always be a written one but, as it would be in the classroom, may take the form of a photo, video or audio recording. Staff will endeavor to clearly model what is expected of the children by giving clear explanations, either through videos, voiceovers or clearly written instructions.

Staff will also provide support phone calls as required.

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?

In the event of self-isolation, the learning your child would have been doing in class will be uploaded to Dojo.

As it would in the event of a bubble closure, work will be responded to via ClassDojo. Replies may not be immediate but we aim to respond within the school day, in some circumstances that may be beyond our control; this may be at the end of a school day.

Videos explaining activities will still be provided this may not be of your child's class teacher and will most likely be from external providers, such as White Rose Maths.

Weekly phone calls will be conducted during the period of isolation by a member of your child's teaching team

Teachers can be contacted via dojo in the first instance or via phone.

Our Pastoral Lead will be available to anyone who needs her during a period of self isolation, either via phone at the school office or on c.green@leacp.lancs.sch.uk.

