# Remote education provision: information for parents

Remote education was introduced when the school was closed to most children during the National Lockdown at the beginning of 2021. It will continue to be offered to children if local restrictions require entire cohorts (or bubbles) to remain at home. This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education at Lidget Green Primary School.

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?

**‘Bubble’ closures**: children from Year 2 upwards who have been provided with a Chromebook will be expected to use these for remote education during any closures. Children who do not have a device and children in Nursery, Reception and Year 1 will have paper-based work packs. If your child is in school when we close a bubble, they will take the pack home with them. If your child is at home when the bubble closes, for example at the weekend, we will send the work pack home with a sibling or deliver it to your address.

**School closure**: provision will be as outlined above, however it might not be possible to deliver the work packs to pupils because of the large numbers of children involved. Arrangements will be made so that parents can safely collect the work packs from school.

The packs for pupils in nursery, Reception and Year 1 will focus on phonics, reading, writing and mathematics. The packs for pupils in Years 2 to 6 will include English, Maths and wider curricular activities.

### 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 aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may have to adapt some aspects of teaching, of learning activities and of the curriculum during bubble or school closures to take account of the different nature of remote learning. For example, it is not effective to teach some of the curriculum objectives that rely heavily on pupil discussion and interaction or that might need space, equipment and materials that are not easily available at home. We will ensure these aspects of the curriculum are taught when the pupils return to face to face teaching in the classroom.

## 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:

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| --- | --- |
| Primary school-aged pupils  (The DfE has set the expectation of 3 hours for primary school pupils) | Nursery and Reception- 2 hours  Years 1 & 2 – 3 hours  Year 3, 4,5 & 6 – 4 hours |

## Accessing remote education

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

In Nursery learning activities will be shared remotely with parents via ClassDojo. From Reception upwards, online teaching and learning will take place on Google Classroom, which children can access on a variety of devices using a user name and password which has been provided by the school. Children may also be directed to other web-sites that the school normally uses to support learning, for example Purple Mash and Times Table Rock Stars.

Both ClassDojo and Google Classroom can be accessed on a wide variety of devices including Smartphones, Tablets and many Games Consoles. Children will be expected to attend ‘live’ lessons via whatever device they have. However, it is difficult to complete work online using some of these devices, so paper-based work will be provided for younger children and for older children who do not have a laptop or Chromebook.

### 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:

Parents have been informed about our loan Chromebooks and how they should apply for them. To date we have loaned out 190 devices but unfortunately at the time of writing we do not have any more Chromebooks for loan. Parents who wish to be added to a waiting list should fill in a form that is available on their child’s Class Story on ClassDojo. If a family does not have an internet connection, we will also lend a mobile Wifi device that will allow access to the internet.

The school offers advice and support to families who have difficulty logging in to Google Classroom or in submitting work. Please contact your child’s class teacher in the first instance so we can see how we can best help you.

Printed packs of work will be made available every two weeks. Parents will be advised via Classdojo when new packs are available. If a family is self-isolating or otherwise unable to collect a pack, we will try to arrange delivery of suitable packs.

Work from these packs can be photographed and the pictures sent to teachers or completed packs can be returned to school.

### How will my child be taught remotely during Bubble or School closures?

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

Nursery: If the Nursery has to close, a variety of learning activities and ideas will be shared with parents on ClassDojo and a work pack of age-appropriate activities will be provided.

Reception staff will post a selection of recorded lessons and activities on Classroom designed for children to complete over the course of the closure, with adult support. This allows a flexible approach for families as children are able to access the lessons and activities at any time.

In KS1 and KS2, lessons will start at 9.00 a.m. Children will be expected to attend these live lessons unless they are ill. Parents should inform us of any barriers to their child attending these lessons. Breaks and lunchtimes are at the same times as when the children are in school to ensure consistency when some children may be working in school and others at home, and to give a sense of routine and normality to children who are learning at home. Teachers will publish a schedule to show which lessons are taking place each day.

Children will have a combination of live lessons, presented by their own teacher or a Year Group colleague, or a recorded lesson. Recorded lessons may be of lessons taught earlier or they may be lessons from other sources, e.g. Oak Academy or BBC lessons to give the children wider experiences in their learning.

Children may be directed to work set on Purple Mash, Times Table Rock Stars or other websites used in school. Websites or videos that promote physical activity such as Cosmic Yoga or Joe Wickes videos are assigned as P.E. lessons.

Opportunities for independent work are provided for most lessons, as they are in school, using editable templates in Classroom. These pieces of work are assigned to the children with a due by date for return and will be marked, or feedback given. Support for this work may be live, with the teacher online while the children are completing the work or children can contact the teacher later through private chat on Classroom to ask for help. If children are unable to use the templates given, they can work in an exercise book given by the school and submit photographs of their work, or use the work pack that has been given to them

Where children are not able to complete the online learning at all, they have the opportunity to use the work packs provided and can seek help for work in these via ClassDojo.

## 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 children to work at home for the required times as outlined above. Parents should provide adequate time and a space for the children to work. They should encourage children to complete the work to the same high standards expected in the classroom and offer help if they are able.

For online learning, we expect parents to follow the school’s safeguarding advice (see the ‘Remote teaching and Learning Addendum’ to our Safeguarding Policy) especially if their child is using a webcam.

Where children have to use a shared device and are not able to join live online lessons, parents are expected to inform the school, as we may be able to loan a further device. If this is not possible, parents are expected to encourage and help children to complete this learning when they are able, later in the day.

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

Teachers keep registers of children who have joined online lessons, and of children who have handed work in. They will contact parents via ClassDojo if children have not been engaging with the lessons and / work. In some cases, class teachers may meet with parents on the children’s return to school.

### 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:

When teachers are online while children are completing their work, they will do ‘live’ marking, helping the children to correct mistakes or identify points for improvement as they work. This is not always possible – for example teachers may have to close the lesson to speak to individual children.

For recorded lessons or resourced teaching lessons, feedback is provided either on the document while the children are working, after they have submitted it or through a feedback live session where children can edit and resubmit where necessary. Sometimes teachers may ask children to mark their own work using a correct model.

Work that is completed later but handed in on time will generally be marked as soon as possible.

Most work will be marked or commented on whether verbal or written, as it is in school, in a way that helps children’s learning, If a teacher has live-marked during the lesson or fed-back verbally during a live session, this may not be obvious on the piece of work.

Children may also be asked to attend a ‘refuelling’ session where a teacher in the year group will go over work that they have found difficult or not understood. Children are constantly encouraged to ask questions regularly through live lessons (verbally or through the chat) or through private comment on their pieces of work.

## 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:

In this section, please set out briefly:

For EHCP children who need to stay at home, we will provide paper work packs; these include manipulatives and ideas for practical learning. All these are specific to the child. If the child is able to access online learning, we will provide work for them online.

Other school-supported SEN children will be offered appropriately differentiated work online or in a work pack.

## 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 children in Nursery, Reception and Year 1 need to self-isolate, they will be given a paper-based work pack to cover their time out of school. Reception and Year 1 children will also be invited to join the live teacher ‘input’ from their classroom.

Other children who need to self-isolate will be asked to join the live lessons being taught in their classroom (in some cases they may be ask to join the lesson in a different class in their year group). Work related to the lesson will then be available on Google Docs or on the slides used in lesson for the children to complete and submit. If necessary, children can do the work on paper and then submit a photograph. Children will follow the same timetable at home as the children in school.

If individual children do not have a device, we may be able to offer them a loan Chrome Book; alternatively, they will be given a paper work pack.