Remote Learning
At
Leverstock Green
From January 2021

For you are all the children of God by faith in Christ Jesus.
Galatians 3:26

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 if 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?

All children in from Y1 – Y6 have a learning activity booklet, containing a number of generic age-appropriate activities which your child should be able to complete relatively independently. Your child will also be expected to access our online learning platforms: Bug Club (for reading), Time Table Rockstars and Espresso (login details are in their reading records.)

Children in Nursery and Reception will receive learning activities via their Tapestry learning journey.

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, it is unlikely that families will have appropriate resources at home for practical subjects such as Music or Design Technology so these subjects will be taught once the children return to school.

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:

Primary school-aged pupils	3 hours plus additional time spent reading and practising number skills, e.g. multiplication tables.
Secondary school-aged pupils not working towards formal qualifications this year	
Secondary school-aged pupils working towards formal qualifications this year	

Accessing remote education

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

Remote learning activities for Nursery and Reception children will be provided via Tapestry. There will be a grid of learning activities, similar to the ones which would have been used if the children had been in school. The activities are designed to be completed in any order.

The majority of work for Y1-6 will be set using MS Teams. (Your child has their login details in their reading record.) Reading books and related comprehension activities will be set via Bug Club. Your child will be able to submit their work via MS Teams too.

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 have a small number of laptops available to loan to pupils. Parents/carers will be expected to sign a loan agreement before borrowing a device. Pupils entitled to free school meals and with limited or no access will be prioritised.

Please contact Mrs H. Clarke (Inclusion leader) if you believe your child will need support for online learning.

If you will need printed materials for your child, please contact their teacher who will make arrangements for paper copies to be available. Completed work should be returned to the school office in a sealed envelope. (NB Work submitted on paper will be 'quarantined' before being marked.)

If a parent or carer informs us they need internet connection, we will apply for a dongle via the local authority and issue it as soon as possible.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- recorded teaching (e.g. video/audio recordings made by teachers, Oak National Academy lessons, YouTube clips, PowerPoint tutorials)

- printed paper packs produced by teachers (e.g. workbooks, worksheets)

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences; e.g. BBC Bitesize

- open-ended activities and challenges, such as artwork

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 _**every**_ child who is well to engage in remote learning, to submit their work and keep in contact with their teacher. If a child is unwell, parents/carers should inform the school office in the normal way.

We recognise that many parents/carers will also be working from home and therefore our pre-recorded lessons can be accessed at any time to enable families to manage their commitments in the most appropriate way. We recognise that, for some families, this may be during the evening or at weekends. We expect parents to provide a suitable time and place for each child to learn, to support children to understand what is expected of them and to monitor the completion and standard of work. We do not expect parents to sit alongside their child continually but to encourage independence wherever possible.

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

- Class teachers will access MS Teams each day. They will respond to questions and provide feedback on work pupils have submitted. They will assess Bug Club access and reallocate texts at least twice each week.

- Class teachers will keep a weekly summary of individual pupils' engagement. Any concerns will be raised with the Headteacher of Deputy Headteacher.

- Where lack of engagement is a concern, parents will be contacted directly by either the class teacher or Deputy Headteacher to identify any issues and request an immediate improvement.

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:

- In KS1 & 2, we aim to provide feedback within 48hrs of the deadline given for the task to be submitted.

- The feedback may be given by the teacher or the class TA.

- In the event of staff sickness, there may be a delay in providing feedback. If this is the case, parents/carers and pupils will be informed.

- In Nursery and Reception, parents/carers can upload their child's learning outcomes to Tapestry for the teacher to review, comment on and, if appropriate, suggest next steps.

- The EYFS Development Matters statements will be used to help inform next steps of progress for each individual child.

- Each entry to Tapestry will be responded to by a member of our EY team.

- All of the above is dependent on the parent's engagement with Tapestry. If there is a period of time (we wil review weekly) where no entries are made, a member of staff will make contact with the family either on Tapestry or by phone.

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:

Teachers will set appropriate differentiated work for children with special educational needs in their class. This will be a mixture of reinforcement of key learning along with some challenges. Children should be able to complete the majority of these activities with minimal adult support.

Children in Reception class will have a grid of activities, the majority of which will be practical and similar to those they would be able to access in their classroom setting. For children in Year 1, activities will be set which will focus on developing the key skills of reading and phonics and practical Maths. Their teacher will set work for other areas of the curriculum which children will be able to complete with minimal adult.

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 your child is self-isolating, his/her teacher will put as much of the learning undertaken in class as possible onto MS Teams for your child to access from home. This may be at the end of the school day.