Remote education provision: information for parents

South Lake Primary School

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?

> Pupils will be able to access work through their Google classrooms account.

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 isn't possible to teach a PE lesson with equipment that every child would have to hand at home

- We will adapt our PSHE curriculum to suit the children's current situation, e.g. there could be extra lessons about well-being.

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	Number of hours – around 3
Key Stage 2	Number of hours – around 4

Accessing remote education

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

We use the Google suite of tools. Each child has a Google classrooms account. We spent the weeks before lockdown ensuring that every child had experienced logging onto their account.

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 asked all families, through a survey, to tell us about their access to technology at home
- We have issued the laptops sent by the DfE to those families who told us in the survey that they did not have access to technology
- We have purchased and issued some routers to enable families with no internet access to be online. Parents or carers can find more information from the school office if they need help with this
- Contact the class teacher if you need printed work, via the class email
- Pupils can return work to the school office if they do not have online access.

How will my child be taught remotely?

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

We use all of the following in our remote learning:

- live check-in and social sessions twice per week for years 1 to 6

- Interaction through Tapestry for our EYFS children in Nursery and Reception

- recorded teaching inputs by the children's teachers

- Sites supporting the teaching of specific subjects or areas, including video clips or sequences, such as our usual maths scheme –White Rose Maths

- Oak National Academy lessons

- Sites with a log-in, purchased by school, such as TT Rockstars and Literacy Shed.

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 the children to engage each day with their remote learning. They may not be able to complete every piece of work each day, but should complete the majority of the activities set by the teachers and engage in the live check-ins, asking for support from the teacher if they need it.

- We try to provide a range of activities so that some can be done independently, but your children, particularly in Key Stage 1 and Early Years, will need you to support them with some work each day. If you are finding this too much, please contact the teacher, who will help you prioritise the tasks which are most vital to your child's progress in their core skills.

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

- The class teachers check the children's engagement weekly, by noting children who have not turned in work, or who are not engaging in the live sessions

- We will phone or email parents if their child is not engaging in work, to offer support to get their child completing their learning.

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:

- The teacher responsible for remote learning each week reads and responds to work that is turned in.

- Additionally, each pupil will have one piece of written feedback each week.
- We provide answer sheets for White Rose Maths activities so they can be marked at home.
- We use TT Rockstars and other programs that mark the children's work and this progress is overseen by the teacher.

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:

- We ensure that children with an EHCP are offered a place in school.

- Children with an SEN status, but are not in school, are assigned a mentor who will meet with them remotely each week to support their learning

- Where a child cannot access the learning due to a specific learning difficulty, appropriate scaffolding for tasks is provided

- In Early Years, we use the Tapestry online system to set tasks and activities that are appropriate for the children, including phonics, writing and maths activities and creative challenges.

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 this case, learning packs are provided, that can be dropped off by our pastoral care team, if the family is in isolation.

During this time, our pastoral care team is in school, supporting families who are finding this situation difficult. We can offer online or telephone chats for any child who needs to talk to someone about their work, or how they are feeling. If you need our support, please contact the school and ask to speak to someone about pastoral care. We are here to help you.