

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents/ 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 or two of remote learning, your child will be supplied with some activities to take home and complete. These will vary depending on the age and ability of your child. These will be directly linked to the learning planned for the class, identified on the class curriculum map and published on the website. Your child will also be directed to online learning platforms that are regularly in use, in and out of school e.g. IDL, TT Rockstars, Tapestry, Mr T does Phonics, BBC Bitesize. Further tasks will be distributed via email or published on our website. Tasks will follow the class timetable as closely as possible to ensure there is a focus on English and maths; as well as breadth and balance across the curriculum. Children will also bring home reading books.

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. However, we may need to make some adaptations in some subjects or delay teaching some units until children can return to school. For example, practical science lessons may be replaced with more theory-based activities in KS2; lessons that do not translate effectively into remote learning may be postponed until we are able to offer face-to-face teaching. In other areas of the curriculum the remote learning that is planned is different to what is on our curriculum maps as it is not possible to transfer these to learning at home, e.g. elements of PE, science, music, art etc.

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	3 hours per day
Key Stage 2	4 hours per day

Accessing remote education

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

Learning is presented and accessed differently in different year groups. In the event of a class closure or whole school closure the following arrangements will be accessible to all parents:

EYFS: Each week, the learning in EYFS is planned around all seven areas of learning within the EYFS framework, e.g. physical development, communication and language, maths, understanding the world, literacy etc. During school or class closure, the suggestions for learning are emailed out to parents at the start of each week and are uploaded onto the school website. Additional resources including online lessons from professional facilitators e.g. Mr Thorne does Phonics, BBC Bitesize, Numberblocks, White Rose Maths; recorded school lessons by school staff e.g. phonics and dough disco; photographs, prompts and ideas are uploaded to Tapestry, our website or emailed to all parents. The children are also able to access live lessons via Microsoft Teams every week in specific areas e.g. phonics.

Year 1 and 2: Remote learning for Year 1 and 2 is emailed to parents by the class teacher in two parts – the start and middle of each week. This offer includes online lessons via professional organisations e.g. White Rose Maths, Alphablocks; lessons recorded by the class teacher and some live lessons e.g. phonics, writing. Work is planned according to the national curriculum for KS1 and our curriculum map. There is a focus on phonics, maths, reading and writing; alongside a wider curriculum offer of science, PE, art and humanities etc.

KS2: Children in these year groups access their learning through an online workbook using sharepoint. A link to your child's workbook will be sent out by email. Work is provided on a daily basis and usually follows the class timetable for the week. Within these workbooks, children are able to create all their work in one place and follow links to recorded lessons produced by Levens School teachers, White Rose Maths, Oak Academy, BBC Teach and others. Announcements about and links to live sessions via Microsoft Teams will also be made within the online workbook. Whilst there is a focus on learning the core subjects each day – reading, writing and maths - further wider curriculum areas are carefully planned and delivered on a daily basis and include: geography, history, science, RE, art, music, RSHE. Work is planned according to the expectations of the national curriculum for KS2 and our curriculum maps for these year groups.

Children who are absent from school because they are self-isolating but well enough to study, will be able to access their learning in the same way as detailed above. Although we will not be able to provide individual live lessons in this context, teachers will keep in touch with parents and pupils, offering face-to-face interaction via Teams at the end of the school day or during non-contact times.

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:

School conducted a remote learning survey in autumn 2020 to determine whether accessing digital or online learning at home was difficult due to available devices. This survey informed us that every child at Levens is able to access online learning via a tablet, desktop or laptop. Class teachers remain in constant touch with parents of children who are isolating; and during periods of national or local lockdown; or when bubbles are closed to identify whether the individual circumstances of families have changed.

Parents are encouraged to contact school directly if they are experiencing difficulties with any aspect of remote learning.

Refurbished laptops gifted to school from our community are checked by school staff and distributed to families on the basis of responses to that survey, entitlement to FSM, or updated issues reported to parents during school full or partial closure.

Printed paper packs are available to families if required. During the initial discussions with parents on the first day of absence, parents are invited to request their preferred method of receiving remote learning – either paper packs, via email or both. They may be distributed via mail or hand delivered to local families by staff.

Families submit all work via online workbook or Tapestry. Some work, e.g. art and DT, is photographed and emailed to class teachers.

How will my child be taught remotely?

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

- 30-minute wellbeing class catch-up every week with the class teacher via Microsoft Teams.
- some live-lessons on areas across the curriculum each week.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers at Levens School);
- printed paper packs produced by teachers (e.g. workbooks, worksheets) if required by families;
- textbooks and reading books pupils have at home;
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

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?

The level of support required from parents will vary depending on several factors. Although we recommend that families follow the school routines and timetable at home, we are aware that this is not always possible due to working patterns, sharing devices etc.

We do however encourage children to:

- complete as many of the activities as they can each week;
- ensure they read every day;
- complete work as carefully at home as they would at school.

We expect parents to:

- provide a quiet space for your child to work;
- ensure your child can access the learning either online or by providing printed worksheets;
- ensure they have the correct equipment to complete work e.g. laptop, pencil, paper etc.;
- follow similar routines to school, avoiding late nights and lie ins;
- sit at a desk to complete work (Year 1 upwards);
- provide regular breaks and snacks;
- ensure there are opportunities to exercise and play;
- offer support and encouragement, rather than completing work for them;
- keep regular contact with staff and sharing work either via email, online workbook or Tapestry;
- get in touch with school if you are experiencing any problems or need any further support.

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 pupil engagement with work several times each week using email; their online work books and Tapestry. Class teachers will contact parents if they have concerns or questions about the quality or quantity of work submitted. We will offer families support to encourage greater engagement in their learning if this is considered appropriate and this may take different forms depending on individual circumstances, including one-to-one meetings between the class teacher and the pupil via teams.

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:

Online work books (KS2 only): These are marked 2-3 times a week by the class teacher and enable feedback on individual tasks in the form of comments, questions, praise and additional support. Children are expected to respond to feedback using the “comment” feature and by making improvements to their work where directed. Feedback to children and parents may also be via email.

KS1 email: learning is viewed and feedback provided throughout each week and can take the form of comments, questions and additional support when required. Each child will receive summary feedback on the work they have completed each week, sent to the parent’s email address.

Tapestry EYFS: Online learning is viewed and responded to between 2-3 times per week and takes the form of comments, questions and additional support if necessary.

During school closure, all children throughout school may receive positive praise through the Golden Book assembly which is recorded each week and distributed via email. Text messages are also used to inform parents of Golden Book awards.

If a class teacher identifies a child is struggling with their learning, the family are offered

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:

For children with additional needs we provide additional support in a number of ways:

- individualised remote learning and flexible approaches that respond to needs of child in unusual/different circumstances;
- a place in school during local or national lockdown;
- maintaining high levels of communication between home and school via Teams e.g. SEND lead, class teacher;
- commitment to engaging with external professionals and seeking support outside school e.g. Action for children.

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?

As it is extremely challenging for teachers to offer remote learning online and face-to-face teaching in school at the same time, our offer for pupils that are self-isolating is different. We will work with individual families' particular circumstances to ensure every child is able to access a planned and sequenced curriculum with meaningful and engaging activities. This learning will focus on reading, writing and maths in KS1 and KS2; but will also extend to wider curriculum areas.

Parents are contacted on the first day of absence to establish how families would prefer to receive their remote learning, usually email or via the online workbooks. Paper copies will be provided where required and children are offered individual wellbeing catch-up sessions or support sessions with the class teacher and parent via Microsoft Teams when they are not teaching during the school day or after 3pm.

Levens CE School

Reviewed January 2022