

Lutton St Nicholas & Gedney Church End Remote Education Provision: Information for Parents/Carers



Rationale

The Federation of Lutton St Nicholas and Gedney Church End is committed to providing continuity of education to its children during the Coronavirus Pandemic and will do so through a process of remote (online and offline) learning.

There have been periods during the academic year where individual children and whole classes are unable to attend school due to COVID-19. Currently, we are experiencing a lockdown which has resulted in partial school closure and subsequently for many children remote education is now being offered.

The type of learning that we will provide when children are absent from school for reasons relating to COVID-19 will be known as 'Remote Learning'. This contingency plan shows how we intend to provide this remote education and recognises that it presents considerable challenges for all concerned: school staff, parents and children.

Remote learning will be available to individual and groups of children who are absent from school and self-isolating due to circumstances related to COVID-19, but who are not suffering with related symptoms and are too unwell to learn. The remote learning provision does not apply to children who are absent due to sickness and there is no obligation for the school to provide continuity of education to children who are absent from school in contravention to school or government guidance. This may apply for example if parents choose to take children on holiday during term time or in the current pandemic if parents make the decision, without the agreement of the school, to keep their child at home 'as a precaution' which goes against official guidance.

The 3 main scenarios in which Remote Learning will take place are as follows:

- Scenario 1: A larger group of children such as a class needing to self-isolate for a period of time, due to a positive test result within the bubble. Staff working in this bubble would also need to self-isolate and unless ill would work remotely.
- Scenario 2: Whole school closure due to local or national lockdown.
- Scenario 3: Individual children who are well, but self-isolating at home due to COVID related absence.

Aims

This contingency plan for remote learning aims to:

- Provide clarity and transparency to children and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.
- Ensure a consistent approach to remote learning across the school
- Make explicit the different types of remote learning available to children and the different scenarios in which they would apply.

For details of what to expect where individual children are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to children at home

We aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. This is detailed below. The Department for Education's (DfE) expectation is that all children not physically unwell with coronavirus (COVID-19) but who are at home as a result of coronavirus (COVID-19) should have access to remote education by the next school day. A child's first day, or two, of being educated remotely might look different from our standard approach, depending on each individual circumstance, while we take all necessary actions to prepare for a longer period of remote teaching and ensure that plans can be implemented effectively. In all cases parents and carers will be clearly informed of the expected timelines.

What should my child expect from immediate remote education in the first day or two of children being sent home?

Scenario 1 and 2. When the school is instructed to close a cohort/bubble, children will have already been sent home with at least one exercise book for remote learning. This book will not be the one that has been used in school and is to be kept at home for the purpose of remote learning. Children will also be sent home with reading books that are appropriate to their stages of development. The time of day at which the school is instructed to close a cohort/bubble and each individual circumstance will determine when the usual remote education will start. We will always make our best endeavours for the usual remote learning offer to start at the latest one full day after notification. Until the staff have had sufficient time to plan and produce the usual offer children should read (using their reading book) practice their times tables/number facts.

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 will endeavor to offer children a 'broad and balanced' curriculum which is very similar to the curriculum that would have been received in school. Remote learning will look slightly different for different year groups depending on their age and stage of development.

In EYFS and KS1, our younger learners need a more kinesthetic/exploratory approach to learning in shorter, sharper bursts. Their **suggested** timetable will be posted on Google Classroom and include:

- A virtual welcome and outline for the day.
- 15-20 minutes - daily phonics face-to-face session.
- 15-20 minutes - daily maths face-to-face session.
- 15-20 minutes - daily topic face-to-face session
- A virtual 'touching base' for the afternoon and an outline of the learning.
- The afternoon sessions will end with a virtual class story session.
- All work will be set onto either Google Classroom or Tapestry (EYFS) depending on the type of activity.

Teachers may, at times, amend the timetable and structure of lesson sequence when it is deemed appropriate. In addition, the class teacher will provide feedback via Tapestry (EYFS). We will also use Class Dojo or Google Classroom to communicate with families if appropriate. Parents can post photos/ observations to their child's Google Classroom or Tapestry (EYFS) account and the class teacher can provide written comments/ feedback.

The remote education provision in Years 3-6 will be posted on Google Classroom and will include:

- A virtual welcome and outline for the day.
- 20-30 minutes - daily maths face-to-face session.
- 20-30 minutes – daily English face-to-face
- 20-30 minutes - daily topic face-to-face session
- A virtual 'touching base' for the afternoon and an outline of the learning.
- The afternoon sessions will end with a virtual class story session.
- All work will be set onto Google Classroom.

We aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make adaptations in some subjects for all year groups.

For example:

- P.E. – it may not always be possible to follow the curriculum, such as games, because this involves groups of children participating together; some areas of P.E. require specialist equipment which families may not have at home.
- Design and Technology (DT) – not all families will have access to some specialist resources that are needed for some cohorts'/bubbles' units of work.
- Music – some aspects of the Music curriculum require access to instruments so the curriculum may be changed in order to facilitate the continued learning of Music at home.
- Science investigations – some cohorts'/bubbles' Science unit investigations require specialist resources which not all families will have access to, at home, so investigations will be adapted so they are accessible to all.

Therefore, these units will need to be adapted so that they can be accessed from home.

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 children **broadly** the following number of hours each day:

Primary school-aged children	<p>The DfE expectation is that primary schools set work that is of equivalent length to the core teaching children would receive in school, and as minimum:</p> <ul style="list-style-type: none">• KS1: 3 hours a day, on average, with less for younger children (EYFS).• KS2: 4 hours a day on average. <p>We understand that all individual family circumstances are all different and families should use their best endeavours to support it without it causing any undue stress or worry.</p>
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Accessing remote education

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

We are using Google Classroom as a main platform for communicating remote education plans. All children have a Google account to access materials and online 'live' lessons. Each class has their own page with a weekly timetable where the links for each learning intention are attached to the appropriate day. Remote learning will include a weekly timetable of learning and links to associated resources which is then broken down into lessons for each day. The majority of the digital content is from the class teacher with additional content from Oak Academy video lessons and accompanying resources - these lessons are endorsed by the Department for Education for providing high quality, well-sequenced learning opportunities and are all delivered by qualified teachers. They are engaging and comprehensive and will provide fluency with work covered in school.

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 children may not have suitable online access at home. We take the following approaches to support those children to access remote education:

- Children who require an electronic device, and have internet access at home, will be able to loan a laptop/Chromebook from school (where resources allow).
- Parent/carer will be asked to sign an agreement to say they have the device in their possession, will use it only to support remote learning, will ensure the equipment is carefully looked after and understand that it will be the

responsibility of the parent or carer to return the device to school. Loss, damage or theft of the device will be charged to the parent or carer.

- Submitting of work and subsequent feedback between children and teachers will be via Google Classroom (and Tapestry in the case of children in EYFS).
- Children who do not have access to the internet, at home, will be provided with paper-based remote learning packs. The first of these paper-based remote learning packs have already been provided to the children in preparation for a potential isolation period. Subsequent packs can be collected from school at an agreed, mutually convenient time.

How will my child be taught remotely?

We use a combination of the following approaches to teach children remotely: Remote education provision will consist of:

- In EYFS and Year KS1, Google Classroom teaching sessions – please see above.
- In Years 3-6, Google Classroom teaching sessions – please see above.
- Daily paper interactive resources produced by teachers (e.g. Google Docs worksheets).
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. These will be available using the hyperlinks on the class' weekly timetable.
- Pre-recorded teaching (e.g. Oak National Academy lessons).
- Use of the Google Classroom portfolio for the handing in of work and subsequent feedback from teachers.
- Parents & carers are able to email staff or contact them through Class Dojo with any questions or issues regarding home learning. Teaching staff are available throughout the usual school day 8:45am – 3:30pm. Teachers will not respond to emails after these 3:30pm.
- Telephone calls, where needed, to motivate, to remind children of learning expectations and/or to address issues that may have been identified in relation to engagement.

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?

In the event that a cohort/bubble is instructed to close therefore resulting in the provision of remote education, we expect children to engage daily with their learning: in KS1, a minimum of 3 hours a day, on average, with less for younger children (EYFS) and in KS2, 4 hours a day.

Expectations surrounding parental support depend very much on the age, stage of development or special educational needs of the pupil. We would not expect a significant demand on parents'/carers' help or support with their child's remote education provision. We appreciate that one size doesn't fit all and that every family has different circumstances.

We expect parents/carers to continue to support their children's independence, by allowing them to make mistakes that they can then learn from and reinforcing their 'Power Thinking' skills when completing tasks. This is a vital part of the learning process. Parents are reminded that they are not expected to teach their children, only support them with remote education.

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

Feedback will be provided frequently (dependent on how often children upload their work to their Google Classroom portfolio). As a result of this frequent, high level provision of contact/feedback, we will monitor individual pupil's engagement with learning. In most circumstances the teachers will monitor how regularly children are logging on and engaging with the activities/ tasks set for them. Class teachers will feedback to Senior Leaders regarding their class' levels of engagement. Where there are concerns, these will be discussed and acted upon immediately. In the first instance a class teacher will message the parent via the Dojo messaging facility, email or on the Google Classroom message platform. If the situation does not improve our Education Welfare Officers will make a phone call home to the parents to discuss what could be done to improve the situation. If engagement still does not improve Mr Dearlove – Assistant Head Teacher or Mr Pearson – Head Teacher will telephone parents/carers to ascertain the reason/s for not engaging so that we can work together to overcome any barriers/issues and/or adapt provision as soon as possible. This conversation will be constructive and supportive.

How will you assess my child's work and progress?

Feedback can take many forms and does 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:

- Feedback will be provided on an individual basis in the form of a written comment that is attached to uploaded work in the portfolio as appropriate.
- Class teachers will determine which pieces of learning require feedback and will communicate this clearly to all children and parents/carers.
- The possible sharing of individual work by teachers on the Google Classroom page to praise, celebrate and inspire others.
- There may also be occasions when children's work and progress are assessed through the use of low stake quizzes which may or may not involve the use of Knowledge Organisers or in longer pieces of writing.
- We may ask parents to upload a photograph of their child(ren)'s work onto Tapestry (EYFS) or onto Google Classroom.

Additional support for children 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 children, for example some children 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 children in the following ways:

- We will work with parents/carers, who have children with SEND, so that we are able to put into place reasonable adjustments, as necessary, so that children with SEND can successfully access remote education provision.
- We will review our expectations for the amount of hours expected dependent on the individual and provide activities that are closely aligned to the child thus personalising learning so that it is more accessible for children with SEND.
- Additional or different resources will be provided to enable appropriate participation in remote learning.

Remote education for self-isolating children

Where individual children 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 staff being unable to support the children both at home and in school. This will take a similar format to that of whole class isolation with access to the Oak Academy lessons, but the daily teacher videos not be able to take place. Whilst staff will endeavour to support those at home, it is unlikely they will be able to respond to any communications from home until the end of the school day. Children will be able to upload their learning to their Google Classroom portfolio and teachers will endeavour to provide feedback following their daily teaching commitments.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Scenario 3. A remote learning resources pack will be sent by the school to the parent of the child isolating. This will re-visit core skills and foundational learning so that the child benefit from revisiting and consolidating knowledge. There will be an expectation that children will complete a daily maths, literacy and topic task in addition to daily reading and practising spellings during the period of self-isolation.