



Long Lane Primary School

Remote Education

Information for Parents

January 2021

Remote education provision: information for parents

Please be aware that the varying contexts from school to school means that they will operate different arrangements for remote learning. The decisions schools make around the provision of remote learning are based on their individual assessment of what will work well and can be sustained.

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?

In the event of a national lockdown or bubble closure, parents will be provided with links to work on Oak National Academy and other easily accessible web sites, for example BBC Bitesize. This will be within 24 hours of the school notifying families of a closure. Alternatively, where parents are unable to access online learning, worksheets will be photocopied and delivered to the home. Parents should communicate questions and concerns to the school office initially whilst teachers have time to prepare and amend resources for remote learning.

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,

- Phonics - RWI video lessons via Ruth Miskin Training on YouTube
- PE - Power of PE Home Learning lessons; links to activities such as PE With Joe Wicks and Cosmic Yoga/Yoga for Kids
- Music – via Charanga/YUMU
- Assemblies – pre-recorded and 4 published each week

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	EYFS - 3 hours per day
	KS1 -3 hours per day
	KS2 – 4 hours per day

Accessing remote education

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

We will provide our remote education via Tapestry for the Foundation Stage and Microsoft Teams for both KS1 and KS2.

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 in school that we can lend to pupils, with the most vulnerable children being prioritised. Parents or carers can find more information through the school office.
- We also have a small number of devices that enable an internet connection (for example, dongles). Parents and carers can find more information through the school office.
- If pupils are having problems with access to the remote learning, we can print materials. Please notify the class teacher in the first instance.
- If you do not have remote access to submit/ upload completed work, please bring the completed work into the school office. We will arrange for the class teacher to give feedback

How will my child be taught remotely?

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

Whole school offer:

- Twice daily live catch-up sessions – registrations and set-up and afternoon catch up and questions.
- 3 or 4 Assignments set each day
- Pre-recorded assemblies (and live singing assemblies)
- Pre-recorded messages and quizzes from Y6 house captains
- Pre-recorded 'Wake-up, shake -up. Sessions with Y6 sports ambassadors
- recorded teaching (e.g. White Rose Hub, Oak National Academy lessons)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (children use their existing log-in details)
 - Mathseeds for Infants
 - Mathletics for Juniors
 - Charangae Yumu music for all
 - Please visit our school website (www.longlane.w-berks.sch.uk) in our 'Home Learning Zone' for links ([Home Learning Zone \(longlane.w-berks.sch.uk\)](http://www.longlane.w-berks.sch.uk)) and 'Pupil Zone' ([Pupil Zone \(longlane.w-berks.sch.uk\)](http://www.longlane.w-berks.sch.uk))

EYFS

- Daily 'Teams' live check-in and learning plan
- Teaching will be through pre-recorded video sessions and memos uploaded to the Tapestry system.
- Teachers will share the task of providing the remote learning.
- Information from school will be shared on a daily basis during national lockdown or weekly at other times of closure.
- Parents have also been provided with hyperlinks to other sites and session overviews.

KS1 - Year 1 and 2

- Daily 'Teams' live check-in and learning plan
- Mathseeds via the child's log-in
- Charanage Yum Music
- Teaching will be a mixture of pre-recorded teaching from sites such as the Oak National Academy lessons, White Rose Maths Home Learning Hub, RWI video lessons from Ruth Miskin Training. Some live teaching may be used where appropriate as well as messages and lessons recorded by teachers and uploaded.
- Staff will provide session overviews for parents and hyperlinks to other sites. During a

national lockdown or a bubble closure a weekly timetable will be shared with parents.

- All children can, if needed, have access to printed paper packs produced by teachers (e.g. workbooks, worksheets). Children will also be directed to complete work in their handwriting and spelling workbooks or exercise books.
- During this current national lockdown, staff are teaching in school on a full- time basis. We have been able to allocate additional time for them to be able to respond to parents and develop lessons in school time but the majority of concerns will be answered after the school day has ended.

KS2 -Year 3-6

- Teaching will be a mixture of pre-recorded teaching from sites such as the Oak National Academy lessons as well as messages and assignments from teachers.
- Staff have set up class groups on TEAMS for pupils to access their learning through the setting of assignments.
- Staff will provide session overviews for parents and hyperlinks to other sites. During a national lockdown or a bubble closure a weekly timetable will be shared with parents.
- All children can, if needed, have access to printed paper packs produced by teachers (e.g. workbooks, worksheets). Children will also be directed to complete work in their comprehension and maths workbooks.
- During this current national lockdown, staff are teaching in school on a full- time basis. We have been able to allocate additional time for them to be able to respond to parents and develop lessons in school time, but the majority of concerns will be answered after the school day has ended.

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:

- all parents to support their children to access their Microsoft Teams account
- children to use the skills learnt during the Autumn term to be able to complete the tasks set at a suitable time during the day
- children to upload completed work at a suitable time during the day
- parents to support their children by helping to set routines that will support your child's education
- Parents to contact school if they need help with any of the above.

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 check pupil engagement with our remote learning offer every day – either at the start of the day, during the day via Teams or at the end of the day catch-up.
- If there is a lack of engagement from a pupil, parents will be contacted by the school office in the first instance, then the class teacher to provide support if required.

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 children submit their work (whether directly as text or as photos) the Microsoft Teams platform provides the opportunity for teachers to give feedback to be provided promptly online. It allows a dialogue to happen between the teacher and pupil.
- Feedback will also be provided to the whole class during daily sessions.
- Quizzes and other digital platforms that we use give instant results and feedback.

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:

- Parents' of children with SEND can contact teachers for support through the Microsoft Teams platform – and direct contact with the school via the office.
- Teachers will also monitor the work completed by SEND children and differentiated work set as individual or group assignments.
- We will continue to hold any reviews and meetings for SEND virtually
- Where appropriate SAPs will be adapted to reflect any new barriers to learning and strategies to address them.

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?

We are aiming to provide the same curriculum to pupils in school and to those who are self-isolating.

Assignments will continue to be set on Teams for those isolating (whilst children in school complete them in their books or on Teams)