

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?

If a bubble has to close suddenly then children will be sent home with a work pack of activities for the first few days while the staff move learning on line. Once set up, teachers will upload learning on to Seesaw, as closely linked as possible to the work planned for the week / half term. There will be Maths and English learning each day with other aspects of the curriculum across the week. Where appropriate there will be a daily phonics lesson. There will also be an expectation that children read, and practice their spellings and timetables each week.

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?

At Lowfield Primary School we teach the same well planned and sequenced curriculum remotely as we do in school wherever possible and appropriate. Knowledge and skills are taught incrementally. However, we have needed to make some adaptations in some subjects to take into account access to resources.

Our remote learning will provide opportunities for interactivity through feedback and questioning. Children will be provided with scaffolded practice and opportunities to apply new knowledge. There will be new content added daily.

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:

Pupils in Reception	2-3 hours a day
Key Stage 1 pupils (Year 1 and Year 2)	3 hours a day
Key Stage 2 pupils (Years 3, 4, 5 and 6)	4 hours a day

Accessing remote education

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

Children will access remote learning through Seesaw. Each child has their own login. If your child is unable to login or has forgotten their password inform the school office straight away. An email containing details will be sent out.

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:

- Laptops and Wi-Fi dongles loaned to families who currently have no access ensuring all families are able to complete learning.
- Signposting on how to access learning through games consoles.
- Signposting on how to access data if Wi-Fi is limited.

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 used at Lowfield Primary School include:

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- a range of interactive learning tasks uploaded to Seesaw
- links to commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- printed paper packs produced by teachers (e.g. workbooks, worksheets) – These are used as a back up to interactive online learning when technology fails.

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 children to complete the learning set for the day. Where possible this needs to be done before 3pm to allow the teacher to respond in a timely manner and adapt the learning for the next day. This will ensure teaching is responsive to pupils needs and addresses any misunderstandings.
- Children are expected to engage with the teacher feedback on how to progress.
- Parents are expected to support their child with access to the technology and to oversee they are engaging with the tasks in the appropriate manner.
- Parents are expected to liaise with class teacher should any problems arise.

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

- Seesaw enables staff to see and engage with the learning as the children upload their work.
- At around 3pm each day staff will respond to the learning completed and will keep a record of individual children who have completed their designated learning.
- Where engagement and the quality of response is a concern staff will make contact with individual pupils through Seesaw. This could be each day or at periods across the week. At this point support will be offered to pupils and families.
- If this continues to be a concern after staff have made contact, the school office will either call or email parents directly to inform them of the concern and to reinforce the expectations.
- If there is no impact of the above steps a member of the senior leadership team will call parents.

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. Our approach to feeding back on pupil work is as follows:

- Each day staff will upload the minimum required amount of new teaching and learning that is expected for that day.
- Throughout the day staff will provide feedback to individual children where further support and guidance is needed. This may involve remodeling, completed examples, video links.
- At the end of the day's learning staff will complete class feedback in line with the school's marking and feedback policy.
- All work will be acknowledged as a minimum.

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 are aware of the need to set age appropriate learning but to also consider the needs of individual children.
- At Lowfield Primary School Teachers have access to an extensive learning support team consisting of SEN specialists and language specialists. Where necessary they will be asked to break down and support the learning set for specific children.
- In addition to this they may provide specialist personalised provision directly linked to a child's targets.

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?

Where possible staff will continue to work in the way described above.