

# Leverhulme Community Primary School



## Remote Education provision: Information for Parents

January 2021

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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 this section, please describe briefly what remote education provision you will make available immediately. This may include, for example, sending pupils home with workbooks to complete independently in the first instance.

Home workbooks were sent home with all children before lockdown. These books and their reading planners contain the passcodes for Teams, Dojos, Timetables RockStars/Numbots and Purple Mash. Children are encouraged to record their learning in these books whilst working at home.

Work will be provided remotely on Teams from day one of bubble/lockdown closure. For children who cannot access this, a work pack will be available on the class page on our school website. Class staff will be in touch within the first two days to support all families and offer support with devices or wifi if needed. A live session will also be offered and the timing of this will depend on how many 'bubbles' are working from home to allow families who are sharing devices the best possible chance for all children to attend.

From the information we have gathered over this academic year, we are aware of families who need support with devices. A member of the school team will be in touch to co-ordinate the loan and collection of a suitable device. For children who cannot access this, a work pack will be printed off our school website. Class staff will be in touch within the first day to support all families and offer support with devices or wifi where needed.

## 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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, lessons where specific equipment is required may need adapting for remote learners – PE, Art, DT.

## 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 | <p>(Number of hours – there are <a href="#">minimum expectations</a> for remote provision. Consider breaking this information down by key stage or year group if applicable)</p> <p>EYFS – 1- 3 hours including continuous provision</p> <p>Key Stage 1 – 3 hours</p> <p>Year 3 – 3.5 hours</p> <p>Year 4, 5 and 6 - 4 – 4.5 hours</p> |
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## Accessing remote education

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

If you are using online tools or digital platforms, either for delivery or for assessment, please share the names of these resources.

Remote learning is provided via Microsoft Teams. Key information and learning packs are available on the school website. Online communication with parents and carers is provided via Class Dojo and staff contact families by phone, text message and email too.

Within Early Years, Tapestry is also used to share work with home and the class team.

### 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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- how you will issue or lend laptops or i-pads to pupils, and where parents or carers can find more information. We ask that where there is no suitable access to devices, parents/carers contact the school office by phone or email. School will arrange the loan of appropriate equipment.
- how you will issue or lend devices that enable an internet connection (for example, routers or dongles), and where parents or carers can find more information. Where there is no appropriate internet connection school will support parents in applying for an increase in their mobile data allowance. Where this is not possible, we will apply for routers or dongles.
- how pupils can access any printed materials needed if they do not have online access. Following the offer of loaned equipment and internet support, if parents still require printed materials, then school will arrange for this to be provided.

- how pupils can submit work to their teachers if they do not have online access  
Work can be completed in the 'home learning book' and arrangements made for this to be sent into school for staff to mark. Staff will also discuss work regularly over the phone with pupils with no online access.

## How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- live teaching (online lessons) – whole groups and/or small groups, the chat function is used to answer any questions etc.
- recorded teaching - recordings made by class staff to introduce and explain learning taking place
- teachers will use commercially available websites or links to support the teaching of specific subjects or areas, including video clips or sequences
- powerpoint presentations delivering key learning
- at times, where appropriate, longer-term project work and/or internet research activities for particular elements of some subjects
- class staff will be available to support learning during the completion of these tasks. Support will be offered via MS Teams messaging or direct phone calls.
- printed paper packs produced by teachers – should parents not be able to use loaned equipment.
- Class novel or story will be shared live.

## 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 this section, please set out briefly:

- expectations for pupils' engagement with remote education
- Pupils are expected to complete the tasks set by staff to their best ability and access work daily.
- Parents/ carers are expected to support their children with a routine/schedule for completing work and ensuring work is completed by deadlines. Where further support is needed, parents/carers are expected to contact school staff for guidance.

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

In this section, please set out briefly:

- how, and how often, you will check pupils' engagement with remote education  
Staff will check in daily with work assignments set for pupils and provide feedback where appropriate. Class staff will also ensure there is weekly contact, via phone, Dojos or Teams.
- what action you take where engagement is a concern, including how you will inform parents and carers.

Where class staff are unable to make contact with families or children are not engaging with lessons, then the Senior Leadership will be informed and will try to contact too. Home visits will take place where needed and further 1:1 support where needed..

### 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:

In this section, please set out briefly:

- the methods you will use to assess and feedback on pupils' work.

Feedback will take many forms at Leverhulme: Quizzes, teacher comment, verbal comments on Teams or over the phone, follow up small group/one to one live sessions.

- how often pupils will receive feedback on their work

It is expected that pupils hand in work daily. Pupils will receive feedback each day. If work cannot be handed in daily, feedback will happen, where appropriate within the school week. All work handed in will be given 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:

In this section, please set out briefly:

- how you work with families to deliver remote education for pupils with SEND  
Pupils are set ability appropriate work/tasks. Fortnightly check-in meetings are held between class staff and Curriculum and Inclusion leads. Staff contact Inclusion lead with any concerns outside of the planned meeting times.
- if you teach primary school-aged pupils, how you work with families to deliver remote education for younger pupils, for example those in reception and year 1  
Pupils are set age appropriate work/tasks which are supported by teacher /TA recorded/live input. Staff are in contact with parents/carers to support where needed. Tasks using equipment in the home and play activities are also provided.

## **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 section, please set out briefly the main differences between the approaches you have described in the rest of this template and those you will take to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.

For isolating individuals/ families, work packs are available via each class page on the school website – these are updated weekly on the school website and can be picked up or delivered by staff. They provide a mixture of revision and new learning.

Within the first two days of notification of isolation by families, class staff will contact families to discuss learning needs/support. Following this, communication in the main will be via Class Dojos or Teams regularly. Work can be uploaded via Teams/Dojos for marking and feedback.