

St Laurence C of E Primary School



# Remote Education Provision

In the event of self-isolation or lockdown

## **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 few days 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 few days of pupils being sent home?**

- Provide appropriate links to online platforms to all parents and carers.
- Identify any children who do not have access to any ICT at home to enable effective home learning.
- Consider loan of equipment to children identified above. Issue loan agreements to parents and carers of children with no access to ICT.
- Prepare hard-copy packs of home learning for any children who cannot access ICT and are unable to loan equipment from school.
- Make arrangements for teachers and TAs to regularly contact all children by telephone (if no appropriate ICT).
- Staff to prepare online lesson plans and deliver throughout period of lockdown.
- Issue remote/online learning leaflet/letter to children affected.

## 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?

Our curriculum approach will focus on the core skills of reading, writing and maths alongside nurturing the varying needs of children's emotional and mental welfare.

Personalised learning using online and home learning packs will be provided for those pupils identified on the school provision map. Their progress is checked through weekly phone calls from the class teacher/school SENCO/SLT.

### Identified gaps in pupils' learning to be developed through home learning

- Reading fluency, accuracy and stamina
- Number facts and quick recall and application of calculation methods.
- Verbal reasoning and problem solving skills
- Ability to write simple and compound sentences that are correctly punctuated
- Ability to write for a purpose
- Non negotiables – handwriting, presentation, spelling, times tables
- Recall and application of known sounds to decode words
- Manners and social awareness through an online platform
- Stamina and resilience – working routines, patience and emotional stability

### Approaches to curriculum design beyond the core subjects including rationale:

- Continue to deliver the Key Stage Learning theme remotely online to include a range of activities from the foundation subject curriculum. This will support the wider learning of those pupils who are learning from home.
- Outdoor learning will be promoted as part of the weekly online learning timetable.
- Continue the redesigned approach to collective worship to ensure spirituality and reflection continue to be a key part of our school week. Explore the messages in the bible that give support and hope for the consequences of CV and to support the ongoing journey through the crisis and beyond.

### Linkage to any other DDAT schools around curriculum (What and why plus desired impact):

- Be open to collaboration with other schools if opportunities arise on an online/remote basis.
- In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the headteacher will assess this need, keeping pupils' best interests in mind, and will not make the decision lightly.

## 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	<ul style="list-style-type: none"><li>• Pupils will be present for remote learning by 9:00am and cease their remote learning at 3:15pm from Monday to Friday, with the exception of breaks and lunchtimes.</li><li>• Breaks and lunchtimes will be advised by the class teacher. Pupils are not expected to do schoolwork during breaks and lunchtimes.</li></ul>
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	<ul style="list-style-type: none"> <li>• Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.</li> <li>• An online timetable will detail the expectations for each day e.g. deadlines for submitting work including additional optional tasks for further extension, consolidation or challenge</li> </ul>
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## Accessing remote education

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

- Provide appropriate links to online platforms to parents and carers of children affected.
- Staff to prepare online lesson plans and deliver throughout the period of lockdown.
- Issue remote/online learning leaflet/letter to children affected.
- Google Classroom/Tapestry utilised for Reception to Year 6 – timetables published on websites and class pages on Google Classroom to detail the expected work and submission dates clearly identified.

### 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:

- Identify any children who do not have access to any IT at home to enable effective home learning.
- Consider loan of equipment to children identified above.
- Issue loan agreements to parents and carers of children with no access to IT (template available from DDAT if required)
- Prepare hard-copy packs of home learning for any children who cannot access IT and are unable to loan equipment from school.
- Make arrangements for teachers and TAs to regularly contact all children by telephone (if no appropriate IT).

## How will my child be taught remotely?

The school will use a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school will use a combination of:

- Google Classroom presentations and slidesWork booklets
  - Email
  - Current online learning portals
  - Educational websites
  - Reading tasks
  - Live classes
  - Pre-recorded video or audio lessons
- Google Classroom/Tapestry utilised for Reception to Year 6 – timetables published on websites and class pages on Google Classroom to detail the expected work and submission dates clearly identified.
- Termly creative curriculum topic tasks will be available for all year groups under the termly topic theme. This supports those children with reduced access to online learning. These tasks are available on Google Classroom and can be produced in a printed format for those families that need them and are available for collection from the school reception area.
- Vulnerable children and those with specific and additional needs have had bespoke and customised learning created by their class teachers.
- Further support to be given to families through weekly emails and phone calls to parents and pupils.
- Additional welfare checks made for those children identified on our school risk assessments.

## 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?

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.
- Pupils will be present for remote learning by 9:00am and cease their remote learning at 3:15pm from Monday to Friday, with the exception of breaks and lunchtimes.
- Parents will inform their child's teacher no later than 8:30am if their child is unwell.

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

- Teaching staff will oversee academic progression for the duration of the remote learning period and will provide feedback on work.
- All schoolwork completed through remote learning must be:
  - Finished when returned to the relevant member of teaching staff.
  - Returned on or before the deadline set by the relevant member of teaching staff.
  - Completed to the best of the pupil's ability.
  - The pupil's own work.
  - Returned to the pupil, once marked, by an agreed date.

## **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:

- Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the headteacher as soon as possible.
- Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.
- The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

## **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:

- Liaising with the school's IT support to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.
- Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.
- Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats.
- Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school by prior arrangement.
- Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
- The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.
- Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

## **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?**

The school already uses Google Classroom for online tasks which support the classroom teaching. Alongside this there are the creative curriculum topic tasks, posted on their Google Classroom page.

- If a child needs to self-isolate, the pupil can access remote learning immediately on their Google Classroom page.
- At the end of the first day of isolation teaching staff will upload meaningful and ambitious assignments reflecting the days learning in class.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high quality curriculum resources, including through educational videos.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.
- Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- Senior Leaders will follow up contact with parents where pupils fail to engage with their online learning, and/or where parents fail to respond to class teacher emails.

If parents have any questions or concerns regarding the remote learning provided by School, the first point of contact should be their child's Class Teacher.

Alternatively parents can contact:

Headteacher - Mrs Barker - [ronni.barker@st-laurence.derbyshire.sch.uk](mailto:ronni.barker@st-laurence.derbyshire.sch.uk)

Assistant Headteacher - Mr Hallam – [peter.hallam@st-laurence.derbyshire.sch.uk](mailto:peter.hallam@st-laurence.derbyshire.sch.uk)

School Office - Mrs Bloor/Mrs Thomasson -[enquiries@st-laurence.derbyshire.sch.uk](mailto:enquiries@st-laurence.derbyshire.sch.uk)