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Remote Learning

Information

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**December 2020**

# 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?

Individual pupils, who are sent home from school, will have the option of taking home printed work. For larger groups, the school office will provide paper-based work that can be collected (the next working day) after contacting the school office.

### 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 aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. Occasionally, we may have to make some adaptations for some subjects. For example, Science activities or investigations may not be feasible at 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 pupils broadly the following number of hours each day:

|  |  |
| --- | --- |
| Primary school-aged pupils | 3 - 4 hours per day |

## Accessing remote education

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

**The School’s Online Offer:** Lodge Farm Primary School will provide secure access to the **Microsoft Teams** platform, to share online work. It is compatible with a wide range of digital devices, including laptops, tablets and smart phones. All pupils will be provided a secure username and password (available through the school office). Pupil submitted work will be given online feedback. Private messaging is not permitted through our online platforms. A public ‘message board’ is provided for wider contact between staff and pupils. All documents submitted by and to staff are accessible by the system administrator. In the event of school closure, copies of the work from Teams will also be available through email to parents in Pdf format only.

The ‘**Purple Mash**’ Learning Platform is an award-winning cross-curricular website for nursery and primary school children. It enables children to explore and enhance their knowledge in a fun and creative way. Lodge Farm will provide (via the school office) all pupils with a secure username and password. This interactive website will provide additional curriculum enrichment activities to further support out of school learning across a range of digital devices.

**Times Tables Rock Stars** is a carefully sequenced programme of daily times tables practice. Lodge Farm Primary School will provide pupils with a secure username and password (via the school office). This will allow interactive times table practice as directed by the class teacher.

### 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 offer a limited number of laptops and wireless routers (sim card internet access) to those who are in receipt of certain benefits or who are facing exceptional hardship. Please contact our Family Liaison team (**Mrs Jackson**– Family Liaison Officer/Deputy Safeguarding Lead) to check your eligibility. [postbox@lodgefarmprimary.co.uk](mailto:postbox@lodgefarmprimary.co.uk)
* All devices are provided on a short-term loan basis, they remain the property of the school and a loan agreement will need to be signed.
* For those who need to work offline, Lodge Farm Primary School will provide paper-based learning packs to pupils via the school office. Contact should be made with the school office to access this service and arrange the collection of materials.
* To enable teacher feedback to pupils, completed work can be dropped off at the school office. Any problems or difficulties with completing work can be discussed via telephone with school staff.

### How will my child be taught remotely?

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

Teaching online can take place in a variety of ways:

* Teachers may include audio / video recordings made by themselves or links to services such as [White-Rose Maths](https://whiterosemaths.com/) where video demonstrations linked to Math’s work can be viewed. They may also add relevant links to platforms like the [Oak National Academy](https://www.thenational.academy/).
* Pre-printed paper-packs, produced by teachers, are available from the school office. These are provided for each week’s learning and are linked to the learning that would take place in class or online.
* Some year groups have commercial workbooks such as the C.G.P. guides to support learning at home. All pupils have reading books from our reading scheme.
* To enrich and further support learning, commercial website access is offered to pupils both in and out of school. [TTRockstars](https://play.ttrockstars.com/auth/school) provides an online sequenced programme of times tables practice. [Purple Mash](https://www.purplemash.com/sch/lodgefarmprimary) is a cross-curricular website for nursery and primary school children. It enables teachers to set learning tasks, linked to schoolwork, in a fun and engaging way.
* Assignments are set in the Microsoft Teams platform each day. English, Maths and other subject work are set daily. Pupils can upload and submit work for feedback. Alternatively, digital copies are stored in the ‘files’ area, where they can be downloaded and printed or work can be sent direct to teachers through the year group email. E.g. year5@lodgefarmprimary.co.uk

## 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?

* Pupils are expected to take part in remote learning (either online or offline) while they are not in school, if they are able to do so.
* Support and supervision will be required at home, clear routines and expectations will need to be set for daily learning.
* Adults at home must ensure work is appropriately undertaken and returned for feedback promptly.
* As in school, pupils will often require support with tasks set by the teacher. Where carers, parents or pupils have difficulties with work, telephone, email or video link support and advice is available from school staff.

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

At Lodge Farm School, there is a clear expectation that carers and parents will always be actively involved with their children’s learning, whether it is remote, or class based. Adults at home, must assist the school by notifying us of any reason why children are not engaging with remote work. The School expects full engagement with remote learning where reasonably possible. When there is an unexplained absence of engagement, as notified by the child’s teacher, the following protocol will apply:

* Staff will keep a log of pupil engagement.
* The School office will send an email or text to remind parents and carers they must ensure that learning is taking place either on or offline.
* After two days, those not engaging (identified by the teacher) will receive an instruction to contact the School and let them know which method of remote learning they will be using: on/offline offer.
* Where genuine difficulties have prevented engagement, support and advice will be available.
* Finally, where lack of engagement persists, arrangements will be made to discuss the child’s welfare and progress with a member of the School’s Leadership Team.

### How will you assess my child’s work and progress?

Pupil 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:

Assignment work uploaded to the Microsoft Teams platform will receive written feedback from teachers that is in the same format, where practical, as would be provided in class. *(school marking policy is available upon request)*

If parents and carers wish to send emails with photo attachments of completed paper-based work, this can also receive written feedback by return email.

Paper-based work returned to the school office will be passed on to teachers, after a suitable quarantine period for feedback. If pupil absence is beyond the recommended isolation period, parents and carers (using the offline offer) will need to provide telephone contact with teachers so that feedback may be given to pupils.

Remote learning will contribute to the overall assessment process that teachers undertake in all subjects, each term. Where absence is over a prolonged period, teachers will formally assess pupils upon their return to establish an assessment baseline.

## 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 routinely differentiate learning to provide support for pupils with a range of abilities and this is the same for remote working. Often pupils will be provided with support materials such as: word banks and templates in English or a range of question types for comprehension work; in Mathematics, questions for a range of abilities and tasks designed for different approaches to learning (practical or pictorial models). In school, teachers set targets and tailor learning specifically for SEND pupils and this continues during remote learning. Parents and carers of SEND pupils should contact their class teacher if they have concerns or need support with remote learning.

Across all key stages, teachers will carefully plan and prepare remote learning resources that meets the specific needs of the children they know well and normally teach in their class or year group. This approach ensures that the methods used and tasks set will always meet the needs of pupils; however with younger pupils, there is a recognition that although work is set online, it may not always be suitable for it to be completed online. Sharing work as online assignments, paper-based and the sharing of digital documents, gives parents and carers of younger children the opportunity to work at home in the most appropriate and practical manner.

## 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?

Pupils who are individually self-isolating will be offered paper-based learning to take home with them in the first instance. As all work is pre-planned, paper-based learning packs are available from the school office for offline working the next day. Each week, teachers upload digital documents and set assignments on the Microsoft Teams platform, so work is available to pupils for the next day’s learning. If pupils submit work before the daily deadlines, then teachers will be able to provide online feedback. This ensures individually isolating pupils are following the same planned and well-sequenced curriculum whilst out of school.