

## **Remote Education Provision: Parents/Carers FAQs**

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education where national or 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**

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, apart from Physical Education (PE) which is very difficult to provide remotely. The delivery of the curriculum is adapted to enable your children to access it at home as easily as possible. In nursery and reception, learning is planned according to the Development Matters curriculum, as we do in school. In key stages 1 & 2, we follow our usual curriculum, and children are set work in reading, writing, maths and science or a foundation subject each day.

### **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:

Nursery and Reception	2-3 hours per day
Key Stage 1	3 hours per day
Key Stage 2	4 hours per day

### **Accessing remote education**

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

For Nursery and Reception, remote education is delivered via the Tapestry online platform, which is in use as part of the home-school partnership in early years. For key stages 1 & 2, we are using the online J2e platform. Information about how to access these platforms can be found on our website at <https://www.lancasterianprimary.co.uk/remote-education-children-working-from-home>

## 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 and will require support with technology to access remote education. We take the following approaches to support these pupils:

1. Children who need additional support with technology have been identified through a whole school survey in September 2020 and through our ongoing school admissions. These children have been allocated a device (laptop or ipad) and/or WiFi dongle which is issued in the event of having to learn at home. Parents/carers need to sign an acceptable use agreement before borrowing these items.
2. Any other children who are experiencing difficulties due to a lack of suitable technology are invited to let us know. These requests are assessed by the senior leadership team and additional support provided where possible.
3. We also support parents to access increased mobile data for their child's remote education through government schemes where these are available.

## How will my child be taught remotely?

Teachers provide daily bespoke timetables of work through the Tapestry and J2e platforms. Within these timetables we use a combination of approaches to teach pupils remotely, such as:

- live weekly 'class meets' via Zoom to support effective home learning and provide a social space for the children
- video/audio recordings made by teachers
- PowerPoints
- interactive worksheets
- reading through Oxford Owl and other online reading resources
- links to webpages supporting the teaching of specific subjects or areas, including video clips or sequences
- offline tasks to completed using resources readily available at home
- Oak National Academy lessons
- whole school praise assemblies

With inclusion as one of our core values, it is vital that we take an approach to remote education which facilitates the engagement of the maximum possible number of children. We have taken the initial approach to use teacher videos in our remote education as opposed to live lessons (e.g. through Zoom) as we believe that this is best for our community and will lead to the greatest engagement with learning whilst at home for the following reasons:

- In a parent/carer survey (Jan 2021) in which we offered the possibility of daily or weekly class Zooms, 11% of the 57 parents/carers who responded said that they did not want any class Zooms, only 33% of parents/carers said that they would like daily class Zooms and 56% said that they would prefer just a weekly class Zoom.
- Current engagement in weekly class Zooms is as low as 50% in most classes, in spite of best efforts to encourage children to attend. Friday assembly Zoom attendance is around 30%.
- We understand that supporting children to access live lessons would present significant logistical challenges for many of our families due to:
  - multiple siblings requiring adult support to access live lessons simultaneously;
  - lack of multiple devices for large families with several children;
  - lack of capacity of some parents/carers to support with accessing live lessons at specific times due to their own workloads/busyness;
  - lack of capacity of some parents/carers to support with accessing live lessons at specific times due to the own skills in relation to technology and/or English.

As per DfE's 11 February 2021 Coronavirus Daily update to all early years, children's social care, schools and further education providers: "Schools and colleges do not have to offer live lessons. Remote teaching will include both recorded or live direct teaching time, and time for pupils and students to complete tasks and assignments independently. Online video lessons do not necessarily need to be recorded by teaching staff at the school or college. Oak National Academy lessons, for example, can be provided in lieu of school or college led video content. Schools and colleges are best placed to decide on the most appropriate approach to teaching their pupils effectively."

For the Lancasterian school community, the inclusion of more live lessons within our remote education would very likely lead to the exclusion of many of our children from learning. Allowing children and parents/carers to access daily learning – including teacher videos – at their own time has enabled us to achieve engagement levels of around 85% during lockdowns. This will be kept under review.

## 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 children to engage with remote education daily. Parents should support as much as possible, but we recognise the challenges this presents and endeavour to make our remote education as independently accessible as possible. For younger children, parental input will be more important, but for older children parents should focus on setting routines to support learning.

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

Class teachers check on their pupils' learning daily through the Tapestry and J2e platforms. Where there are concerns, they address these with parents/carers and children through their fortnightly calls home. For children who are not successfully engaging with remote education at home and where this cannot be resolved through the school providing devices and additional support remotely, class teachers refer the matter to the senior leadership for further support according to the escalation below.

- i. class teacher encourages child to engage through fortnightly calls home;
- ii. where this does not lead to engagement after 2 weeks of calls/attempted calls, class teacher will escalate the concern to the SLT member on duty;
- iii. SLT member on duty will attempt to contact the parent/carer ideally within 3 working days of the escalation from the class teacher and, if unable to make contact after 3 attempts, a home visit will be scheduled for the same or the following week
- iv. where contact is unable to be made by the SLT member even through a home visit, this will be referred to the DSL as a safeguarding issue through CPOMS;
- v. where contact has been made but a lack of engagement persists, we will then invite the pupil to come into school under the 'vulnerable' category if possible; not all parents/carers may want this. If not, we will continue to work with parents/carers to support remote education at home.

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

For EYFS, effective interaction, assessment and feedback is achieved through:

- i. Feeding back on work submitted, through Tapestry feedback comments and audio clips. Teachers must feed back on at least 2 pieces of work per pupil per subject per week for each of phonics, literacy, maths and specific area of learning. This can include responding to 'Learning Conversation' comments as and when posted by the pupils.
- ii. Regular use of the Growth Mindset Dinosaurs via Tapestry to recognise effort and achievement and celebrate positive examples of growth mindset.
- iii. 10 minutes calls between teachers/nursery nurses and individual pupils/parents/carers once per fortnight to check how pupils are getting on with their learning, how they are doing generally and whether or not they need any further help or support.
- iv. Weekly class meet Zoom sessions.

For KS1/2, effective interaction, assessment and feedback will be achieved through:

- i. Responding to 'Learning Conversation' comments as and when posted by the pupils.
- ii. Feeding back on work submitted, either through grading J2e Worksheets or posting 'Learning Conversation' feedback comments. Teachers must feed back on at least 2 pieces of work per pupil per subject per week for each of reading, writing, maths and foundation. This can include responding to 'Learning Conversation' comments as and when posted by the pupils.
- iii. Regular use of the J2stars to recognise effort and achievement and celebrate positive examples of the school values.
- iv. 10 minutes calls between teachers and individual pupils once per fortnight to check how pupils are getting on with their learning, how they are doing generally and whether or not they need any further help or support.
- v. Weekly class meet Zoom sessions.

## 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/carers to support those pupils in the following ways:

- we will provide bespoke daily learning timetables and exercises for children who require them;
- we will provide additional phone calls from professionals within the school to discuss learning needs and how these can be best met;
- we will offer places in our in-school provision for children deemed vulnerable according to the criteria set out by the Department for Education.

## 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?

Individual remote education is provided through the resources available via The Oak National Academy, which caters for all primary pupils including those in the early years. The Oak National Academy provides a bank of around 10,000 free, high-quality lessons and resources combining videos, quizzes and worksheets which are available throughout 2020/21. Created by practising teachers, these cater for children from Early Years Foundation Stage to Year 6, as well as specialist lessons for students with special/additional needs. It is very easy to use. Lessons are scheduled across each term, there's no login or password, pupils can access lessons on any device, and they only need materials they can find at home. Further guidance and information is available at <https://www.lancasterianprimary.co.uk/remote-education-children-working-from-home>