

## 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?

A pupil's first few days of being educated remotely may look different from our standard approach while we take all the necessary actions to prepare for a longer period of remote education. Initially, the following will be in place:

- **Weekly Overview** will be uploaded onto the VLE <https://www.brightonacademiustrust.org.uk/home-learning/lindfield-home-learning> , so that the children know what to cover and when.
- **Teams** will be used by the class teacher to take the daily register, explain the days learning or provision of input for sessions (please see timetable for year group slots). After the first few days, teachers will hold an optional Teams session to recap or discuss the core academic learning from the morning with specific groups. Links to these meetings will be sent out on Parentmail.
- **Maths lessons** will be uploaded to the VLE. This will mirror the maths being covered in the classroom at that time. This may be a combination of white rose maths videos (the scheme used in school), the screens shared in the classroom and resources/worksheets used in the classroom.
- **English tasks** uploaded to the VLE will follow the sequence of learning happening in the classroom. The quantity will be dependent on age/stage of your child. These may include aspects of spelling, grammar, reading and writing.
- **RWI sessions** will be set to cover the sounds your child will be learning in school.
- **Wider Curriculum lessons** will be uploaded onto the VLE along with resources / worksheets (if appropriate).

**1:1 support** if your child receives 1:1 support and they are isolating, a more bespoke programme of support will be set up. In most cases the learning on the VLE will be suitably differentiated to enable all children to access the work. They will usually be expected to still complete the learning set on the VLE.

## **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. Where possible we will consider the resources needed for the completion of tasks.

## **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**

The DFE states: "When teaching pupils remotely, we expect schools to

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- set work that is of equivalent length to the core teaching pupils would receive in school:
  - 3 hours a day, on average, for Key Stage 1
  - 4 hours for Key Stage 2 pupils."

## **Accessing remote education**

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

Timetables and activities with resources will be uploaded onto the VLE. This will include pre- recorded video material to support learners, powerpoints and pdfs to support the learning sequence and links to online learning resources.

Children will be accessing live lessons via Teams. The link to repeated meetings will be sent out via parentmail. Two fixed live lessons will be timetabled each day in order to support the days learning, provide teaching inputs and provide feedback to children. Class teachers will also arrange targeted group sessions or 'drop in' support sessions for the days learning where necessary.

### **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:

- Our previous lockdown experience enabled us to identify those children who struggled to access the home learning. We have added these children to the risk register and contacted each family to see what barriers we can overcome.
- Our wellbeing questionnaire completed after the last lockdown period has helped us to identify those children having difficulty accessing learning, These families have been contacted in order to help overcome barriers related to technology, parent support, learning needs and resilience.
- We have allocated a 'surface' or Dell computer to those families who had no device or were using i-phones to access work.
- We have adapted our home learning offer so that there is no requirement for printed material at home. We have provided exercise books for all. We have also adapted our use of the VLE to provide PDFs of work provided so that all families can access work planned.
- We are continuing to source a range of technology in order to provide support.
- Paper copies of work are being providing in some specific situations and are delivered home or picked up from the academy.

## How will my child be taught remotely?

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

Our remote learning plan follows DFE guidelines and has been designed with our children and families in mind. It follows the principles outlined below:

- Home learning will be provided which is planned to last 3 hours KS1 and 4 hours KS2
- Children will be given access to high quality learning resources and this will include access to online learning platforms such as Purple Mash, Bug Club, Reading Eggs, Numbots and Times Tables Rockstars.
- Pre-recorded teaching videos will be provided to assist learning new knowledge and skills across the week and in different areas of our creative curriculum.
- Teachers will provide the Interactive Whiteboard resources used in school based lessons which will guide the children's learning through use of scaffolded examples.
- We will continue to use the VLE (<https://www.brightonacademiustrust.org.uk/home-learning/lindfield-home-learning>) to communicate weekly overviews and these will outline the maths, English, reading and wider curriculum subjects to be completed.
- Our plan includes an am and pm 'live learning' lesson through the use of Teams so that the children can continue to maintain contact with their teachers and receive feedback on how to progress in their learning.
- We recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and therefore we will work with families to ensure that we are able to deliver a broad and ambitious curriculum.
- Parents and children will also receive feedback on sessions and learning completed via the year group email.
- Children without suitable online access will be provided with a laptop or if appropriate printed resources.

## 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 appreciate that remote learning will not look the same for all of our families but it is important that all children engage with home learning and try to keep to their timetable. It is compulsory for all children to attend the morning live learning session each day. Children will be registered during this session.

If modifications are required in order for parents to access materials or for children to access their work, parents should contact their year group email, the office email or Lead in Inclusion in order to discuss modifications.

Teachers will be providing extra support in the form of:

On-line drop in sessions to support learning

Target teaching specific groups on-line or through use of pre-recorded material

Email guidance and support via the year group email

Modified activities may be accessed online via the VLE or in some circumstances through provision of learning packs

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

Daily attendance in our morning 'live learning' session is where children are registered. It is compulsory for children to attend this session. If children do not attend the session, the teacher will send an email and check in with the family. If there is no further contact or response from the child or parent then this will be logged on Cpoms and followed up by a member of the Senior Leadership Team or Learning Mentor. Work should be completed in the provided exercise book and completed work should also be submitted via the year group email account for teachers to feedback on.

**If your child is not engaging with the learning provided, we will use the following strategies to provide additional support:**

Increased feedback from teachers for your child via Teams and year group email

A phone call home to further discuss strategies

### **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:

The methods we will use to assess and feed-back on pupils' work are:

Feedback on work submitted through the year group email account.

Work completed in the core curriculum will be revisited during the daily 'live learning' pm feedback session. This may take the form of a quiz, checking answers, proud moments or sharing feedback from great work.

All work completed whilst at home should be brought back into school on return for teachers to check. This will enable us to evaluate any gaps in learning and therefore provide an effective Recovery Curriculum for all learners.

Generic feedback on submitted work will also feature as part of the teaching and learning opportunities provided each day/ week. e.g focus for target groups or 'drop in' sessions or the focus of prerecorded inputs on learning for the week.

## **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:

We will work with families to deliver remote education for pupils with SEND in the following ways:

- Initial communication to determine the best way to support each family (phonecall with the Lead in Inclusion and liason with the class teacher)
- Identification of each families preferred method of receiving remote learning (online, hard copy or a hybrid of both)
- Weekly catch up (more if required) by Inclusion/DSL or class teacher to ensure engagement and interaction and in some circumstances to offer any support

Provision of materials specifically tailored to needs of the individual needs of individual children. This could be workbooks, printouts, loan of laptop or video or audio instructions.

Each class teacher offers an additional session each day for a select group of children with additional needs to enable more specific feedback and support.

We will work with families to deliver remote education for younger pupils, for example those in reception and year 1 in the following ways:

We fully understand that younger children may have difficulties engaging with aspects of remote learning and therefore the timetables for learning have been set up and modified according to specific needs.

EYFS: Prerecorded video inputs will be provided, fine motor skills challenges, squiggle while you wiggle intervention, phonics teaching sessions including consolidation sessions, nursery rhyme sessions, PE challenges and proud pot with story time.

Year 1: Handwriting teaching session, phonics teaching sessions, story time and feedback. Children are provided with active sessions – yoga and Jump start Johnny.

## **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?**

- **Weekly Overview** will be uploaded onto the VLE (<https://www.brightonacademytrust.org.uk/home-learning/lindfield-home-learning>), so that the children know what to cover and when. This will be the same plan followed in school by the year group.
- **Maths lessons** uploaded to the VLE. This will mirror the maths being covered in the classroom at that time. This may be a combination of white rose maths videos (the scheme used in school), the screens shared in the classroom and resources/worksheets used.
- **English tasks** uploaded to the VLE following the sequence of learning happening in the classroom. The quantity will be dependent on age/stage of your child. These may include aspects of spelling, grammar, reading and writing.
- **RWI sessions** will be set to cover the sounds your child will be learning in school.
- **Wider Curriculum lessons** will be uploaded onto VLE along with resources / worksheets (if appropriate). If the lessons being taught in class are not able to be delivered remotely (e.g. PE. Alternative learning will be sent. )

Some/all of these tasks should be submitted to your child's class teacher on the year group email account.