



Home learning with

St Lawrence CE (VA) Primary School



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 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

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. Resources for the first day are posted on the website for each class.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Resources for the first day are posted on the website for each class. Hard copies are available from the 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 teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, teachers may make use of websites and videos to support the teaching of a given subject.

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:

Reception and Key Stage 1	3 hours of home learning is provided and adapted for the different age groups.
Key Stage 2	4 hours are provided but links to other websites and extension activities are also on offer for those who require more provision.

Accessing remote education

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

Access is via Google Classroom though hard copies of lessons are available upon request. Parents have received guidance on how to access this platform: one that is also used for the setting of homework in normal times. Parents have been offered guidance through information published in the School Journal and directly through the office staff.

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 will lend laptops to pupils based upon previous surveys of parents and when requested by parents. Following conversations with parents, laptops might be offered. This support has been advertised in the School Journal. Parents have also been advised and received guidance on how to use other devices other than laptops to access Google Classroom.
- The school uses editable worksheets to avoid parents relying on printers and offers workbooks to all children upon request from the school office.
- Pupils and parents can access any printed materials needed from the school office if they do not access to the internet – even if for a short period of time such as in the middle of a house move.
- Pupils and parents should submit their work via Google Classroom wherever possible to their teachers. Where there are specific arrangements, teachers will accept emails to their school accounts. Otherwise, parents can photograph work and email it to teachers or post/hand it into the office upon request.
- Where parents are not able to access WIFI, they should get in contact the office so we might be able to use government support to access some.

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 sessions and lesson introductions (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, White Rose videos and resources, BBC recordings and lessons and video/audio recordings made by teachers)
- printable and editable paper packs produced by teachers that support the learning and form the basis of some of the activities.
- referencing reading books that pupils already have at home or directing pupils to texts (or extracts) as provided by the teachers as available online
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- short-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)
- These approaches are used for children working at home or those attending school based provision.

Engagement and feedback

We all want the best for our children – you expect from us and we need your support.

And so:

- We do expect parents to support the engagement of their children with remote education but know that this is best in partnership with the teachers and school.
- Setting routines to support your child's education is a good start and the school has suggested a timetable that will also be followed in school.
- Familiarisation with what the children are expected to do makes such a difference and where possible, teachers will post lesson the night before to help.
- Uploading or sending back work to the teachers – children love feedback as a motivator and to support their learning. Please do this at the soonest opportunity.
- Ask for help – the school is ready and able to support you in your mission as has been advertised in the School Journal but if you need further advice, then please don't hesitate.
- You do your best to support your children but we know that this is a real challenge and so your best is good enough!

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

- Teachers will check on a daily basis (often through the day) the Google Classroom platform and feedback to the children (that can be accessed by parents). This supported by the senior team including the head teacher. Where work has been received via emails, teachers will feedback at the soonest opportunity though not during weekends or late into the evenings.
- Where there are concerns, emails will be sent to parents or they will be telephoned. Any concerns will be recorded centrally.
- The SENCo, Pastoral Lead and Head teacher will telephone and contact parents via email to ensure that families are supported during these difficult times and will prioritise those that we are not hearing from.

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. It aims to reflect the Ongoing Assessment Policy. 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:

- Some work will automatically self-mark.
- Work will be otherwise scored by the teachers.
- Comments from the teachers or even the head teacher will be made via Google Classroom or via email if work has been received in this way as it is handed in or as soon as is reasonably possible.
- Work and achievements will be celebrated in the School Journal.

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:

- By offering places in school for those with an EHCP.
- For providing daily one to one virtual lessons from dedicate support staff for those children with an EHCP as part of the package of individualised learning.
- By providing online virtual 'live' sessions for meeting needs with specific reference to speech and language and pastoral/ emotional needs.
- For providing differentiated work for those children with SEND with individualised support from the class teachers or SENCo as is required.
- By offering a place in school where SEND might be combined with other needs that means that they are vulnerable.

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?

Where a class teacher is teaching in school, 'live' learning introductions to lessons are not likely to be part of the package but videos and work will continue to be set via Google Classroom. The interaction will not be as immediate and is likely to be limited to break times, lunchtimes or in the late afternoon once the classes are dismissed.