



## **Remote education provision: information for parents/carers at Lindale CE Primary School**

At Lindale CE Primary School, we are dedicated to providing a broad, balanced and ambitious curriculum to all our pupils. When children are working from home, we feel it is as important as ever for them to feel inspired, engaged and motivated.

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?**

In the first day or two of remote education, we will direct pupils to work set on websites such as Mathletics, Times Table Rockstars and Spelling Shed.

#### **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, subjects like PE and music may need to be adapted so that they can be accessed by all pupils 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 via video or Powerpoint and independent work) will take pupils broadly the following number of hours each day:

- 3 hours for KS1 (years 1 and 2)
- 4 hours for KS2 (years 3 – 6)



This is guidance and is based on the government suggested timings. We will provide lessons and activities that we feel can be managed reasonably in a day.

We will be setting fewer hours for Reception children as they are engaged in learning through play as part of continuous provision during a normal school day and do not have as many hours of direct teacher-led sessions as KS1. The teacher will send parents/carers activities linked to phonics, maths, english and activities linked to the other areas of learning as well as providing parents/carers with guidance on how to engage their child through play.

Nursery children will receive some learning ideas to support parents/carers at home with suitable learning. As with Reception, play based learning is essential for this young age group.

## **Accessing remote education**

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

For KS1 and KS2, work will be set on Seesaw.

Reception and Nursery will use Tapestry.

### **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:

At any point, parents/carers can email their class teachers or ring school to discuss access to remote education. Where we can, we will seek to issue a device to children where there is no access at home. Where this is not possible or families do not have internet access, we will set work in another format. This may be workbooks or sheets that can be left in the main entrance at school for pick up or posted where this is not possible. If online access is not possible at home, parents/carers can submit work to teachers by post or by dropping off work in the entrance.

### **How will my child be taught remotely?**

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

- Recorded teaching videos such as Ruth Miskin phonics, White Rose Maths, Oak Academy lessons and some video/audio recordings made by teachers and teaching assistants
- Commercially available websites to support different subjects such as BBC Bitesize or Phonics Play.



- Online platforms subscribed to by school such as Times Table Rockstars, Mathletics and Spelling Shed
- Independent work linked to teaching in the form of onscreen activities, handwritten work and worksheets provided for parents/carers to print if they choose to. If appropriate, pupils and parents will often have the choice in how they wish to respond to allow more flexibility.
- Daily reading using books already at home or e-book sites such as Oxford Owls
- Some long-term project work or internet research may be given

## **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 that all children engage with remote education daily as if they were attending school. We do not provide a timetable as we know everybody's situation is different, but we recommend that parents/carers set up a timetable for their child so that they know what they have to do each day. This might be maths and english in the morning and another subject in the afternoon, with activities like reading, spelling/phonics and Times Table Rockstars timetabled outside of these session.

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

All teachers will check engagement daily via Tapestry, Seesaw and our other online subscriptions and keep a record of completed tasks. Where engagement becomes a concern, parents/carers will first be emailed by their class teacher followed up, as necessary, by a phone call where strategies will be discussed to improve engagement.

### **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:

- Teachers and teaching assistants for children in years 1 – 6 will check Seesaw daily (aiming to check throughout the day where possible) and will mark directly on top of work or leave comments
- On Tapestry, teachers will comment on observations and link them to the development matters and early learning goals.



- Verbal feedback may be given using the microphone tool on Seesaw
- Self-marking activities such as Mathletics, Times Table Rockstars and Spelling Shed which give instant feedback
- Whole class feedback where appropriate
- Specific comments on the work may indicate where things have been done well, could be improved, extended or altered
- On Seesaw, teachers are able to send work back to a child if they feel it needs extra development
- Staff may contact parents/carers to discuss their child's progress

## **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:

- In some situations, it may be possible for teaching assistants to connect with these children via video link to provide some face-to-face learning
- Activities may be adapted so that they are more accessible
- Teachers providing support for wellbeing and providing additional activities as needed

## **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?**

We recognise that sometimes a child will be isolating because they are feeling unwell and in this situation it wouldn't be appropriate for remote learning to be set.

If a child needs to self-isolate for a short amount of time waiting for a test result, we ask that parents/carers make contact with school to arrange remote education if appropriate.



This work will be set in a variety of ways depending on the situation: children may be sent home with worksheets, work emailed to parents/carers, work set on websites such as Mathletics or, where possible, set on Seesaw/Tapestry.

If a child needs to self-isolate for a longer amount of time, following close contact with a positive test for example, teachers will be in touch with parents/carers to set up remote education following the methods outlined in the above paragraph.