



Information about our remote education

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.

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

By day 2 pupils will be able to access a SWAY from the school website, found in Class pages, starting with English and Maths tasks, and the links to a range of activities on learning websites such as Mathletics.

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 when appropriate.
- However, we have needed to make some adaptations in some subjects. For example, some science topics may need to be taught when pupils return to school due to families being unable to resource the equipment needed for scientific investigations.

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:

Key Stage 1	Provision will be in line with government guidance – this is 3 hours a day, on average. This will include directed tasks, and a range of other learning opportunities.
Key Stage 2	Provision will be in line with government guidance – this is 4 hours a day, on average. This will include directed tasks, and a range of other learning opportunities.

Accessing remote education

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

Pupils will access the remote learning via the school website, found on the Class Pages.

These are organised on a daily 'SWAY' learning pathway, which will have Maths and English teaching and activities, and links to wider curriculum provision.

Microsoft Teams will also be used as a platform to provide further learning and interactive opportunities for the children.

Early Years pupils and parents can continue to utilise Tapestry to interact and share learning experiences with their teachers.

Pupils also are directed and can utilise learning found in numerous links to programs and applications such as Mathletics, TT Rockstars, Spelling Shed, Espresso, Phonics Play and Education City.

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 have issued government supplied laptops or tablets to pupils following consultation with the parents and carers as to accessibility of home devices. This information was gathered by questionnaire, and then again in a Google form link <https://forms.gle/NTpKMdaHsVYPETxq7> – where parents can share their context and request support where available.
- School has so far provided a small number of local authority provided dongles to families to enable an internet connection, and has requested more through the DfE 'Get Help with Technology' initiative. Parents are asked to provide Wi-Fi accessibility information through the Google enquiry form.
- School has also supported parents in accessing increased data allowances, also through the DfE 'Get Help with Technology' initiative.
- Pupils that still face barriers and challenges to consistent remote access can access and be provided with printed materials from school. Parents can email, text or call school to request this, and the weekly welfare check ins also support families that may need additional paper-based resources and learning activities.
- Pupils are encouraged to send in work to class email addresses – through photographs etc but where this is not possible or practical, completed work can be dropped off at school, or collected in a weekly welfare visit.

How will my child be taught remotely?

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

Some examples of the remote teaching approaches we use here at Lane End include:

- recorded teaching (e.g. Oak National Academy lessons, and video/audio recordings made by teachers using White Rose Maths learning activities) followed by learning tasks
- in Reception, teachers are recording their daily phonics videos and learning activities for the pupils.
- printed paper packs produced by teachers (e.g. workbooks, worksheets) for families with limited access to digital platforms or for New to English pupils, and some SEN pupils who require a bespoke sequence of learning and tasks.
- Pupils are directed to, and can utilise activities through links to a range of programmes such as Mathletics and TT Rockstars.

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?

- Parents, careers and children have been provided with a range of guidance on how to access and engage with home learning. This has been coupled with 1:1 bespoke advice and support through welfare calls and check in conversations.
- For example, parents are asked to support pupils to check the daily SWAY for learning tasks.
- They should support children in setting up a daily routine - open up the website, make sure pencils and paper are ready. Talk through tasks with child where necessary. With older more independent children ask them to talk through the work they have done and check pupils have sent work back to the teacher.
- Teachers make it explicit to pupils which learning tasks need to be submitted, and then check in with this daily, and follow up where support may be needed to increase engagement.

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

- pupils' engagement is checked daily via class email. This will also continue to develop, with developing use of the Teams classroom platform.
- If no or little work is being submitted to the class email during a week, a welfare call is made by the team to check pupils are able to access the work and/or resolve any difficulties they may be facing.

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:

- Pupils accessing tasks through Mathletics and TT Rock stars, for example, will have instant feedback as they work through the online tasks.
- Answers to learning tasks e.g Maths will be posted the next day for pupils to self-check.
- Work submitted by pupils to class email will be fed back on at least twice weekly, with any personalised feedback sent as required.

Methods to feedback and assess learning is also developing into a range of further approaches, and will include:

- Quizzes returned digitally that have instant marking and feedback
- Digital whole class teacher feedback on tasks
- Each class to have opportunities for virtual 'mini drop' in sessions where teachers can address any misconceptions/ difficulties the children are facing.

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:

- The school SENCo checks in with families and teachers to plan for and find the most appropriate resources in order to support and deliver remote education for pupils with SEND. This may be online accessible resources and activities, or paper based packs.
- Approaches such as virtual speech and language sessions also support pupils with their communication needs.
- Families of Reception and Year 1 pupils have regular check in phone calls from staff. Early phonics and maths videos are built into the daily SWAY learning programmes. Reception children continue to use Tapestry to communicate with the team. As always staff offer ongoing guidance and advice to support individual family circumstance and need – such as the importance of learning through play-based activities at home, and giving ideas, for example physical development and art focused ideas.

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?

When school or bubbles are open, and a child is needing to self-isolate individually, in the first instance, they will be directed to a range of instantly accessible learning activities such as Mathletics etc. Teachers will then plan, gather and share resources for the individual pupil as appropriate.