



## **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?**

Lady Jane Grey uses Seesaw to deliver online learning. Work will be uploaded immediately a child or class are isolating from school. Should we be advised that parents are unable to access Seesaw, then printed versions of the work will be made available and delivered to the child within 24 hours. All children have the logins for apps that are used in school in their reading record book.

### **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?**

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- 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, in maths – the school is following the White Rose maths scheme and work is aligned to that. What is being taught in class can be supported at home with a video and worksheet.
- In English – lessons focus upon grammar / reading comprehensions and writing tasks. These are supported by written instructions from the teacher and videos or

ppts if they are available. Lessons will differ when the class are studying a class novel and we are not able to support this at home.

- The school will use Hamilton English if children are off for a prolonged period which provides ppts and excellent examples for pupils and parents to follow.
- Topic work is set individually by each teacher and can be an ICT, research or an art task based around current learning.

## 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	We would expect that on average up to an <b>hour</b> is spent on each of the areas of Maths/English and topic. This is further boosted by additional time spent on the age/ year appropriate apps – Times tables Rockstars KS2 or phonics play KS1, and reading. Total time = 3-4hours.
----------------------------	---

## Accessing remote education

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

All Foundation children access online learning through '**Tapestry**'. On entry to the school children and parents are given the required username and passwords to the site. Communication through Tapestry is at the heart of Foundation communication and parents are very familiar with the platform.

Key stage 1 and 2 use **Seesaw** weekly to access all homework set by teachers. Children and parents receive a user name and password to sign in. Work is sent to children via the platform; teachers are able to mark the work and return it back to the child.

Tapestry and Seesaw can be downloaded and accessed easily from many devices and the school office are very good at sorting technical issues.

## **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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- We will issue or lend laptops or tablets to pupils, where we are able to.
- Please contact the School Business Manager via the school office - office@ljg.academy or call the office **0116 2320031**
- For all how you will issue or lend devices that enable an internet connection (for example, routers or dongles), and where parents or carers can find more information
- If necessary, school will print off hardcopies of school work for parents – these will either be collected at a prearranged time from the office or delivered to you (locally).
- Completed work will be marked by the teacher either by phone or by collection and delivery to the office.

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

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

Lady Jane Grey has developed the following approaches to remote teaching:

- **We are not currently producing live teaching**
- However, the use of recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) are being used
- printed paper packs produced by teachers (e.g. workbooks, worksheets) if there is no access or problems with internet access
- textbooks and reading books pupils have at home.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- short-term project work and/or internet research which supports the weekly development of topics at school current to the year group.
- PE engagement through video challenges.

## **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 would ask that where possible, your child follows a routine school time table.

Children should be working in line with a normal school day, breaking for playtime and lunch time and changing subjects approximately every hour and not spending lengthy periods of time on just one app.

Children are expected to '**Be the Best they can be**' even when at home and should attempt all work set. We are happy to accept parental support in all of the work set if required by your child, and will support parents with any further explanations as required if work is unclear

Our experience has shown that where routines have been set to support your child's on line learning, the outcomes are more successful for all concerned.

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

All work that is set on line is marked on line.

Every piece of work that is uploaded by parents on behalf of their child will be marked and where appropriate a comment or next steps will be set. The level of response is individual to the type of work set and the comments required. Teacher's aim to mark work daily if the child or class are off for a 14 day isolation period. Homework will be marked once a week.

Both systems, (Tapestry and Seesaw) log work that is received back into your child's folder and teachers can therefore log how much work is being completed. Work that is seen as being 'below standard' can be returned back to the child in order for it to be recompleted. Each message sent to a child/ parent creates a log that can be followed.

Should your child be in KS2 and assuming responsibility for their on line learning themselves, contact will be made directly to the parent by phone or email to advise of any problems and to see what additional support may be required.

## **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:

- Tapestry and Seesaw both allow for personal feedback to be given against a piece of work. Our comments will support the child, provide 'next steps where appropriate and importantly provide encouragement and praise.
- Where necessary, work may be reissued if it is below standard or has been misunderstood.
- Due to the age of the children using Tapestry and Seesaw, we encourage parental support whilst the work is being completed. However, this does make assessment and any teacher assessments difficult. We would, therefore assess and monitor the progress of your child as necessary on their return to school.

## **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 SENCo is available at any point to discuss any worries that you may have regarding your child's provision. Where outside agencies are involved, the school is usually aware of their offering to your child and will work in tandem if required to support. Work can be differentiated or modified in order to support learning styles whilst at home.
- The SENCo/ School will keep in contact by phone or email for prolonged absences, ensuring that communication is maintained.
- Where necessary, the SENCo will offer a bespoke programme to ensure that the child has a successful return to school.
- For children in Foundation and Year 1, we have made videos to support learning and to read stories. Staying in contact with the teacher at this age is vital to the successful return to school after a prolonged period. Teachers will often phone home to talk personally with the child and to confirm with parents that remote learning is going well and that there are no problems.

### **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?**

Each teacher has uploaded to Seesaw short term learning packs, that can be immediately downloaded for the pupil that is isolating. The maths will follow the class lessons and the English will be stand-alone lessons, whilst class learning is adapted.

As above, all work will be marked, monitored and feedback given daily where appropriate. We still expect pupils to uphold the same standards in their work at home as they do in school. Our Pupil Presentation Rules are as follows:

# Lady Jane Grey Primary School

## Presentation Rules

'Be the best we can be'

We **always** take pride in our presentation.

- 1) All work must **always** have a date underlined with a ruler.
- 2) All writing must **always** be neat with letters and joins correctly formed.
- 3) A ruler must **always** be used for drawing any lines.
- 4) Work for new lessons must **always** be on a clean page.
- 5) Book covers and pages must **always** be well presented, no doodling at any time!
- 6) Errors or misspelt words must **always** be crossed out with a single line.
- 7) In maths books, a margin should be drawn two squares wide and numbers are **always** written one digit in one square.
- 8) All additional pages must **always** be stuck in straight.