

Remote education provision at Lawford Mead Primary & Nursery School: information for parents

This information is intended to provide clarity and transparency for parents/carers about what to expect from remote education if ever needed. For example, if local restrictions require entire cohorts to remain at home (as during the COVID-19 pandemic) or if a child cannot attend school due to specific medical reasons for an extended period.

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?

- The year group blogs on the school website may be used as an online learning platform, or printed work will be sent home.
- Reading, writing, maths and topic work will be set daily
- Parents/carers can submit evidence of children's work using the Seesaw app, where teachers can mark and provide feedback.
- A link would also be emailed to parents/carers for further resources and guidance beyond what has been provided.
- Early Years – The Tapestry app will be used as an online learning platform with daily activities for parents/carers to complete with their child.

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 may need to make some adaptations in some subjects. For example, there will be restrictions to what it is possible to teach in subjects such as PE.

Remote teaching and study time

How long can I expect work set by the school to take my child each day?

We expect that remote education will take pupils broadly the following number of hours each day:	
KS2: minimum of 3.5 hours per day	1 hour of literacy (including reading and spelling) 1 hour of maths (including times table practice) Topic work
KS1: minimum of 3 hours per day	Daily phonics work 40 mins of literacy 40 mins of maths Topic work
EYFS: a minimum of four 30 minute sessions throughout the day	Practise phonics sounds and blending daily Write your name every day Share a story with someone else Count out loud to 10 (whisper, shout, eyes shut etc)

Accessing remote education

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

Resources might include:

- Tapestry app and website
- Seesaw app and website
- Times Tables Rock Stars
- Spelling Shed app and website
- White Rose Maths website
- BBC Bitesize Primary website
- Oak National Academy website

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.

If your child does not have access to a device for digital learning please inform the school via parents@lawfordmead.essex.sch.uk with the subject heading: **DIGITAL DEVICE FOR REMOTE LEARNING**. We will then contact parents directly to discuss the options available. It may be possible to provide a laptop or tablet, or it may be agreed that printed sheets will suffice.

If you require printed copies of work, please make this request via parents@lawfordmead.essex.sch.uk with the subject heading: **PRINTED WORK FOR REMOTE LEARNING**. We will then contact parents directly to discuss the options available for this approach.

How will my child be taught remotely?

Depending on the circumstances and number of children being taught remotely, we would use a combination of the following approaches:

- live teaching (online lessons using Zoom or similar)
- recorded teaching (e.g. video/audio recordings made by teachers or videos from other educational websites)
- downloadable or printed paper packs (e.g. workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or activities and games
- long-term project work and/or internet research activities

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 children to:

- log on to pre-arranged sessions online with their teacher
- to engage with all aspects of remote education
- complete all work set on a regular basis

We expect parents/carers to:

- set daily routines for learning

- support pupils with learning activities where needed
- use apps and websites to share learning outcomes with teachers
- make contact with the school if home learning is challenging and more support is needed

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

- Staff will check pupils' engagement with remote education daily if apps such as Seesaw and Tapestry are being used.
- Printed work that is handed into the school will be marked and returned to the child and parent/carer when possible.
- Staff will phone parents and carers as and when necessary to discuss what support may be required where there is no evidence of engagement or completion of work.

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 will give feedback through blogs, apps (Tapestry/Seesaw) and in live online sessions (Zoom video) when they are used.
- Pupils will receive regular feedback on completed work.

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:

- Staff, including the SENCO, teachers and Learning Support Assistants will communicate with families over the phone (and in 1:1 live video sessions where necessary) to support children with additional needs.
- If a child has an Education Health Care Plan, tailored online sessions will be arranged with the parents/carers.
- The Tapestry app (EYFS) and any live video sessions will be used to deliver remote teaching sessions for younger children, for example, daily phonics teaching.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate (as some did during the COVID-19 pandemic) 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?

- The year group blogs on the school website may be used as an online learning platform or printed work will be sent home.
- Reading, writing, maths and topic work will be set daily

- Parents/carers can submit evidence of children's work using the Seesaw app, where teachers can mark and provide feedback.
- A link is also emailed to parents/carers for further resources and guidance beyond what is provided on the blog.
- Early Years – the Tapestry app will be used as an online learning platform with daily activities for parents/carers to complete with their child.