

# **Leasowe Primary School**



## **Remote Education Provision**

## **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.

### **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?**

Pupils receive a work pack containing year group specific activities including spellings, maths activities, writing activities and reading books. They are also given a reminder of their personal log on details for online learning materials (TT Rockstars, Spelling Shed) and online year group specific activities (Google Classrooms and Dojo).

## 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	FS – 2 hours KS1 – 3 hours KS2 – 4 hours
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## Accessing remote education

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

[Google Classrooms](#)  
[TT Rockstars](#)  
[Spelling Shed](#)  
[School Website links](#)  
[Dojo](#)

**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:

Tablets/Laptops will be loaned out to pupils who require them. They will be signed out and in, as needed, via school office. Parents can contact school via school office.

Work packs containing all online resources are available for children who cannot access online learning. These are available via school office.

Pupils can return their work to school and teachers will provide either written feedback or verbal feedback via phone call.

## How will my child be taught remotely?

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

- Printed paper packs produced by teachers with clear instructions (e.g. workbooks, worksheets) for all year groups
- Textbooks and reading books pupils have at home – reading books provided to all pupils where required and textbooks provided to Key Stage Two pupils where required
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Long-term project work and internet research activities to support teaching of some foundation subjects such as history and geography (including open ended practical activities)
- Written instructions, video instructions and activities provided via Google Classrooms
- Workbooks provide for pupils to complete work in if unable to complete tasks online
- Teachers will pre record themselves reading stories and teaching some lessons
- F2 contact and activities set via Dojo

## 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?

Expectations for pupils' engagement with remote education:

- pupils are expected to complete activities set out in work packs or on Google Classrooms for a minimum of 2 hours per day FS, 3 hours per day KS1, 4 hours per day KS2
- pupils are expected to complete all activities to a high standard, in line with normal in school expectations
- pupils are expected to uphold our Leasowe Primary values of 'Love Learning, Pride in all we do and Safety and Respect for all'

Expectations of parental support, for example, setting routines to support your child's education:

- parents are expected to provide the children with a quiet, calm space to complete their school work
- parents are expected to support pupils with access arrangements for completing their activities
- parents are expected to provide children with a structure to their day which mirrors that of the typical school timetable e.g. start times, break times, lunch times. Teachers will provide an example structure in children's work pack.
- parents are expected to demonstrate high expectations and enthusiasm when engaging with pupils regarding school work

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

- Teachers will contact pupils who are working through paper work packs via phone call once per week or more regularly if required

If engagement is a concern:

- Teachers will contact parents via phone call

- Teachers will raise concerns with SLT and Home School Liaison Officer

## **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:

- Feedback will be provided via Dojo
- Pupil will receive feedback within 24 hours of submission during school hours

## **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:

- Work provided will be set appropriately to ensure pupils can access activities at their own level
- Additional support materials will be provided as required
- There will be a focus on consolidating skills and reinforcing previous learning
- For younger children activities will be appropriately planned to ensure pupils can continue to learn in line with their developmental phase
- Teachers will carefully plan activities which follow a structure that pupils are familiar with in order to develop confidence in pupils
- Lessons planned will include a careful balance of online, paper-based and hands on activities

## **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.

## **Remote Education for Pupils out of school who are not isolating.**

The policy and procedures described within this document also apply to children who have received suspensions from school, who are accessing AP and who are persistently absent for any other reason.