



Lythe CEVC School



Information about Remote Learning during Lockdown due to Covid-19

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?

Families will be able to collect a pack of pre-prepared home learning packs, consisting of home learning stationery, maths and English skills practice booklets, a list of general online resources to support maths and English and any resources needed to carry on at home with the current work of the class.

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, in subjects where practical work is required (such as science, music, PE) school activities may not be appropriate or possible for home learning and alternative tasks will be set to contribute to the same objectives.

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	Three hours, including submitting work and communicating with the teacher.
Key Stage 2	Four hours, including submitting work and communicating with the teacher.

Accessing remote education

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

Teachers will provide instructions and links to resources via Sway documents which are published on Tapestry (Nursery, Reception and Year 1) and on Class Dojo (Years 2 – 6).

See below for what will happen if families are not able to access remote education in this way.

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 can lend an ipad / chromebook / laptop for use at home. Parents should contact the school office to arrange this.
- Daily learning tasks are set that do not rely heavily on access to technology, but if families have no online access, or access is limited, a paper-based equivalent to the online work will be provided. Parents should contact the school to request this.
- If families are not able to upload work to Dojo or Tapestry, it can be sent by email, handed in at the school office or posted.

School is able to drop off and collect work in the minibus if it is impossible for families to travel to school.

How will my child be taught remotely?

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

-
- live teaching (online lessons) of phonics in Nursery/Reception/Year 1 and by arrangement to other groups where it is the best way of teaching a particular aspect of a subject.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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:

- families to provide a quiet working space for children, make sure children have access to all the necessary resources and help set a routine for daily work.
- families to contact the class teacher / headteacher / Pastoral Co-ordinator as quickly as possible if they have any uncertainty or difficulties about home learning (the usual procedures for contacting staff remain in place).
- in Acorn Class (Nursery, Reception and Y1) to complete a phonics session daily (ideally live on Zoom but using provided resources if not possible) and carry out a selection of activities from their weekly Sway plan. A piece of work should be uploaded to Tapestry each day.
- In Willow and Oak Classes, children to complete the work laid out in the daily Sway document (unless an alternative has been agreed with the class teacher). They should hand work in as directed for each lesson – this may involve for example uploading written work or completing an online form.

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

- Monitoring of engagement is undertaken by the pastoral team, who looks at records of family contact with the school and work submitted as well as talking to teachers about work that has been carried out.
- Where engagement is a concern, the pastoral team will contact families by telephone to find out what is preventing engagement and agree a solution.

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 assess the work uploaded to Tapestry or Dojo (this may be video / audio / photographs as well as written work) as they would in class. Online methods eg Forms / Padlets etc. may be used to check understanding. Teachers may ask supplementary questions or set additional tasks in feedback to check understanding and correct misconceptions.
- teachers are on duty online throughout the school day and aim to give feedback as quickly as possible after work has been uploaded so that children can act on it the same day, ready for the next day's learning.

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:

- Children with EHCPs will be invited to attend school full time.
- Children with other needs will be provided for on an individual basis, with support given for example by provision of relevant technology, support for parents in using and accessing technology, individually-prepared resources (may be online or paper-based as appropriate).
- If a family is unable to access learning with support at home, the child will be invited into school.
- Children in Nursery, Reception and Year 1 receive a daily plan of work differentiated for their needs, with all resources supplied to the home. Staff are available continuously throughout the day via telephone and Tapestry to answer queries and give feedback. Live phonics lessons using videoconferencing take place daily and parents are an active part of these sessions.

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?

Due to relatively small numbers we are able to follow the procedures as above and pupils are able to access the work at home remotely with teacher support available via telephone / Tapestry / Dojo.