



South Gloucestershire Council

Longwell Green Primary School

Remote education provision: information for parents

'Inspiring learning'

The DfE have asked that details of remote provision are published on each school's website. As you know we have already shared this with you in a different format but to ensure simplicity, we are summarising our provision on the below DfE document.

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.

This is an overview of provision. Please refer to the detailed communications already sent out that describes in detail our provision, the ethos behind our approach and how to get the best from your child during remote learning.

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?

On the first day of bubble closure or lockdown, the teacher will begin to upload work via Microsoft Teams. We need to allow time for the teacher to finish teaching the children who are in school, gather the resources they need and travel home for their own bubble closure or lockdown.

For the first day, remote learning is unlikely to include recorded video inputs simply due to the time these take to create. In the initial stages of a bubble closure or lockdown, this time is better spent ensuring all pupils are safe at home and appropriately pitched work is available for you in a timely manner.

In a bubble or national lockdown, 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, unless practical limitations prevent this, such as batik printing (hot wax) in art or hockey in PE. If such lessons were part of our curriculum plan for the term when bubble closure or lockdown happens, we would substitute the activities for those that are more accessible in the home, whilst balancing this with the learning intention.

All of the learning is based on age related expectations and end of year expectations in the case of foundation subjects. It follows the sequence that would be followed in school if the pupils were not in lockdown.

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	3
Key Stage 2	4

Accessing remote education

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

We use Microsoft Teams as our primary learning platform. We continue to use class dojo as the main communication and praise tool. Please see the guidance already sent out on January the 5th. <https://www.longwellgreenprimaryschool.co.uk/wp-content/uploads/2021/01/2-Remote-learning-overview-letter-Jan-5th-2021.pdf>

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:

Following a survey conducted earlier in the academic year, we are aware of most technological resources within families. As such, we have already supported the needs within most families. If you are unable to access the learning for any reason, including a lack of digital access, please contact school through the usual channels.

In addition to the support school offers, the government have negotiated with major internet providers an increased data allowance for vulnerable families, see letter sent out on the 7th January. <https://www.longwellgreenprimaryschool.co.uk/wp-content/uploads/2021/01/Increasing-data-allowances-letter-to-families-7th-January-2021.pdf>

For a small number of children, printed or alternative styles of work will be most appropriate. We will speak on a case by case basis with you to ensure the most effective support. If your circumstances change, please let us know as soon as possible and we will provide assistance.

How will my child be taught remotely?

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

- Microsoft Teams as the platform to deliver our remote learning,
- Recorded online lessons delivered by teachers and teaching assistants that your child is familiar with,
- Accompanying resources to support the learning within the lesson. These are designed so that children can complete and submit these online, but they can be printed out and submitted via a photograph if you prefer,
- Other recorded teaching such as Joe Wicks, BBC etc. may be used at times to support the teacher designed learning,
- Commercially available websites supporting the teaching of specific subjects or areas, such as YouTube or Espresso will also be used at times.

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?

Ideally, each child will engage with all of the work set and submit it within the timeframes described on the work.

We understand the pressures on parents working from home and we will support you in any ways we can. If you are experiencing difficulties, then speak first to your child's class teacher who will be able to help.

We have tried to design a model of work that limits the need for parental support, but this will still be necessary for some children, especially those in younger age groups.

Staff will suggest a timetable, but we understand time demands vary in each house, so these are only suggestions. However, it is helpful for your child to set routines that are fixed and work for your family.

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

We have asked that work is submitted no later than 3.30 to be marked on the same day, or if later it will be marked and returned on the next day.

Teams allows us to monitor children's engagement with the remote learning (and staff keep running records of engagement, learning, errors and celebrations). If there is a concern, in the first instance the class teacher will contact you directly.

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:

For the majority of work, teachers and teaching assistants will individually mark each piece of work, with written feedback. This will highlight the strengths, acknowledge key learning, identify misconceptions and provide next steps (or this will be built into the next day's work). Except on the days where the teacher is teaching a keyworker group, in most cases feedback will happen daily.

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 all pupils.

We view each child as unique and as such, there is no single model we will follow. Your child's class teacher, supported by our SEND coordinator and Senior Leadership will work with you to identify the most successful model for remote learning for your child.

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?

As a school, Longwell Green is very proud of its remote learning provision and in this scenario will endeavour to keep as close to the same structure as above. The main difference will be that there will be no video input from the class teacher.

The learning will be in line with the learning happening in the classroom and the expectations of hours of work remain the same as above.

If you have any questions, please do contact us through the usual channels; dojo, phone call or email.