

LHPS 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 national restrictions necessitate education from 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?

Children are provided with workbooks to complete independently in the first instance. Arrangements will be made to collect these from school.

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, some subjects or lessons may involve a power point or other presentation which can be shared remotely through Microsoft Teams.
- Children at home will cover the same content using the same resources on the same day as the children in school

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	3 hours per day
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Accessing remote education

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

Lostock Hall Primary School uses Google classrooms as the chosen platform for access to the Remote learning planned for each day and through which feedback will be provided.

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:

Feedback from our survey of experiences of supporting Home learning from March to July 2020 indicated that almost 99% of respondents noted that Broadband and wireless provision in their home was good. However around half of respondents noted that children at home did not have sole access to a suitable WiFi enabled device with a key board which would facilitate easy interaction and response to remote learning.

As a consequence:

- School has a limited supply of notebook computers which can be borrowed. Parents should contact the school office to discuss needs and how they might be met with the resources we have available.
- Arrangements will be made for the collection of CGP workbooks purchased to support Home learning.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- Live/recorded teaching.
- Live class meetings
- CenturyTech Learning Platform for Key Stage 2 English, Mathematics and Science.
- Tapestry Learning Platform resources for Reception age children
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, White Rose hub mathematics materials)
- 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- Purple mash, Espresso Education
- 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?

- Parental support would include: Setting routines to support your child's education, trying to provide somewhere comfortable and safe to engage with remote learning Logging your child in to Google classrooms each morning and leaving them to work through the daily timetable
- Children would be expected to engage for 3 hours of remote learning (probably best done between 9am-12pm)

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

- Teachers will monitor children's engagement with remote education on a daily basis. Feedback will be provided as appropriate.
- Any concern about engagement with the learning on offer can be communicated to school via the school office and Teachers will communicate any concern regarding engagement with parents.

How will you assess my child's work and progress?

Our approach to feeding back on pupil work is as follows:

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.

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:

- We will carry out individual needs assessments in these cases and a variety of bespoke approaches will be used. This may include live one to one tuition over a remote platform such as Microsoft Teams.
- A blend of Tapestry, Purple Mash and Google Classrooms On-line platforms will be used for Reception age Children.
- Some parental support for Reception and Year 1 children is to be expected.
- Recorded video clips of; eg, Maths, Phonics, Story time
- Live Teacher/class meet each week.

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?

Children in this situation will be provided with a range of age and stage appropriate CGP workbooks covering English, Mathematics and Science. They will work up to 3 hours each day of isolation to cover an agreed amount of work which will where possible mirror the content planned for the class or will cover identified Gaps for practice.