

Lacock Primary School 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 majority of communication with parents and carers about home learning will be via Tapestry platform. This can be accessed via the Tapestry website or the Tapestry app. Parents are encouraged to make sure that we have up to date email addresses and that they have activated their Tapestry account. Further communication may be by email using the Parent Mail system or by phone.

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?

In the event of school closure due to local outbreak (one or more positive cases in school), wider outbreak (restrictions applied across Wiltshire) or national restrictions, we will aim to provide the following:

- We may close school completely for the first day after restrictions are announced. This will depend on the notice we have for any upcoming closure. The time will be used to fine tune preparations, complete assembly of work packs, refine the staffing rotas required, ensure children have IT equipment to support their learning, communicate fully with families.
- Work packs for pupils will be prepared containing some or all of the following, depending on the child's age and needs:
 - children's textbooks
 - exercise books,
 - reading books,
 - stationery materials,
 - photocopied sheets to support upcoming lessons
- Work packs will be available for collection from school (please observe social distancing and wear a face covering when collecting) – full details on when and where packs may be collected will be communicated to parents
- Where parents are unable to collect work packs they will be delivered by school staff. This will be contact free delivery – packs will be left on the doorstep and staff ring the bell and step away from the door. Please respect social distancing.

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.

Lessons requiring specific resources will be adapted;

- PE lessons will be 'equipment free' and not require teams or groups.
- Art lessons will be simplified e.g. be based around drawing and sketching, shade and tone
- Science lessons may be more theoretical or be based around resources commonly found at home

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 (Year 1 and 2)	The Department for Education has published guidelines for the number of hours of remote teaching provision. For Key Stage 1 this is 3 hours as a minimum.	There will be one English lesson, one maths lesson and one other lesson each day.
Key Stage 2 (Year 3 – 6)	The Department for Education has published guidelines for the number of hours of remote teaching provision. For Key Stage 2 this is 4 hours as a minimum.	There will be one English lesson, one maths lesson and one other lesson each day.

For all children we expect daily activity in addition to the formal lessons as follows:

- Some reading based activity: for older children this will be independent reading, for younger it may be reading with an adult, for the very youngest it will be phonics practice (tag words or similar)
- Practise of set spelling words
- Some maths skills activity: practising number recognition, number bonds or times tables (including associated division facts) as appropriate. (Times Tables Rockstars can be used for this practice)

In combination, the formal lessons and the daily activity listed above should take approximately the time set for each Key Stage.

Accessing remote education

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

Tapestry will be used to provide links to each online task. The tasks may be embedded within Tapestry or links provided to the task.

Instructions for which tasks to complete, any deadlines and how to submit work will also be available via Tapestry.

In addition the following may be used:

- YouTube – recorded teaching may be hosted on YouTube – links for each lesson will be provided
- YUMU – the online tool for music tuition from Charanga
- Duolingo – for tasks set as part of French teaching
- Google tools – some tasks may require use of tools such as Word or Powerpoint, found within Microsoft's Office suite. Children may use Microsoft Office or Google's equivalent tools – docs / slides / etc. which are available free. All children in Year 2 and above have access to these tools.
- Teachers will make use of lessons provided by the Oak National Academy – these are freely available to anyone via the internet.
- Teachers may make use of resources shown on the BBC which are free to all.

If you need passwords or support to access any of the tools mentioned, please contact the class teacher via Tapestry. If you have lost access to Tapestry, please phone school for support.

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:

Laptops are available for families to borrow from school. These are usually more appropriate for older children – Year 2 and above. They will be Chromebooks, allowing children to access the internet and thus all tools required for remote learning.

Chrome tablets are also available for families to borrow from school. These are more appropriate for younger children.

If you would benefit from borrowing a laptop please contact us at school.

Additional equipment such as webcams and speakers can also be loaned to families. Please let us know if this would be helpful in your case.

Additional data can be arranged for families using a phone to access the internet and they do not have fixed broadband. Simply let us know at school the phone number, the name of the account holder and the network provider and we will submit a request via the DfE.

We aim to minimise any requirement for families to print learning materials. Packs containing copied worksheets will usually be available and where print outs are required, copies will be available from school to be collected contact free.

Where children require more reading books, teachers will arrange for new books to be ready for collection from school or to be delivered where families can't collect books.

How will my child be taught remotely?

We use a combination of approaches to teach pupils remotely:

Some examples of our remote teaching approaches are:

- live teaching (online lessons)
- 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

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?

It is clear that we are expected as a school to provide a comprehensive educational offer which is broad and balanced and as close as reasonably possible to that offered at school in more normal times.

In turn we expect children to engage fully with the tasks set.

We are very aware that family situations will vary hugely. It may be very difficult to ensure children engage fully with the learning set by the teachers if space is limited, there is limited IT equipment, there are multiple children all trying to work and parents and carers are trying to simultaneously work from home.

So, we expect children to engage *as much as they possibly can*. Where children cannot access all the educational offering, we'd expect them to focus on the maths and English lessons and the daily practice of reading and number skills first and then the other subjects.

We have shared the booklet 'Looking after you and looking after your children' from Wiltshire Council which sets out useful tips about setting routines and helping children engage with learning.

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 learning through participation in 'live lessons' and through the work returned through Tapestry (or by email or other means) to the teachers.

Teachers will connect with families at least each week through phone calls home. They will expect to speak with children as well as parents / carers. These phone calls are a way for parents to share any need for support with the learning and for teachers to talk with children about any specific areas of learning they need help with.

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 use Tapestry to respond to the work submitted by pupils
- Feedback will be offered during phone calls home

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:

- Remote education for pupils with SEND may be adapted to enable those pupils to complete the tasks set to the whole class.
- Individual tasks may be set with individualised resources.
- Additional adult support may be provided through additional phone calls or Zoom sessions with individual children or small groups of children.
- Remote education for younger pupils, for example those in reception and year 1 will be set according to their need and communication with parents usually more frequent. Tasks will be shorter.

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?

The main differences between the approaches described in the rest of this template and those we will take to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback are as follows.

Teachers will set the same work for self-isolating pupils as those in school. This will be via the Tapstry app.
Children will receive daily phone calls to follow up the work set.