

St James' Lanehead CE Primary School



Pupil Remote Learning Version 2

- Version 1. Published 14.01.2021.
- Version 2. Reviewed 22.01.2021

Our Vision

Our church schools seeks to inspire each individual to flourish, grow and learn with Jesus at the heart of all we do.

It is our intention that we have a strong offer in place for remote education provision.

The Senior Leader with overall responsibility for remote education is Mrs Hannah Gregory. Deputy Head Teacher.

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?

Pupils have been provided with Power Maths books, their own stationery pack, CPG English books and an exercise book. They also have a printed pack of resources for pupils to complete independently in the first instance. All pupils have been issued with all their log ins to the online platform TEAMS and the apps that we use in 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 will do our best endeavors to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we will need to make some adaptations in some subjects for example, art, PE, DT and music.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

The Government expects that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

EYFS and Key Stage 1	EYFS and Key stage one pupils are expected by the Government to complete 3 hours per day. This includes remote teaching and independent work.
Key Stage 2	Key Stage 2 pupils are expected by the Government to complete 4 hours per day. This includes remote teaching and independent work.

Accessing remote education

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

At St James' Lanehead we use the online platform **TEAMS**. All pupils have their own access to TEAMS. Parents will receive a user guide. This guide is also available on the school website and will be given if requested. Pupils will practice using TEAMS and the various online resources within school so that they are familiar with this platform. Teachers will use their professional judgements to ensure that pupils are learning the key concepts within the curriculum.

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 have provided hard copies of workbooks and stationary to every child so that they can access learning.
- Friday afternoon will be non-screen based learning.
- We have provided exercise books to all pupils.
- At this present time, school are not able to lend laptops or tablets to pupils due to the volume of pupils also accessing the provision in school.
- Parents are advised to contact their internet company in relation to additional internet data. School will send, via the app, any additional information that we receive when we have received this from the Local Authority or Government.
- Please contact the school should you require printed materials if you do not have online access.
- Pupils can submit work to their teachers if they do not have online access by bringing pieces of learning to school or by taking a photograph of their learning.

How will my child be taught remotely?

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

We plan to keep remote learning as simple as possible. We will do our best endeavours to ensure that we educate the pupils as best as we can, given the high prevalence within our area and that Education staff are not yet key priority for vaccination.

Some examples of our remote teaching approaches:

- Teachers are familiar with best practice and relevant research. They will keep it simple. They are aware of cognitive load theory and how to help to teach pupils to remember. Key features of effective teaching are crucial.
- Teachers will continue to use their expertise to teach, our staff are highly competent and well trained professionals. Teachers will use approaches such as scaffolded support, key concepts, new information, novice to expert, modelling, dual coding, deliberate practice, questioning etc. This will allow our pupils to know more and remember more. They will challenge pupils and expect pupils to be resilient learners.
- Our teachers know that feedback, retrieval practice and assessment are more important than ever.
- Teaching will be well planned and based upon the planned curriculum for our school. Expectations will be established and teachers will 'feed forward' rather than 'feedback'
- Teachers will use their expertise to ensure that the pupils are learning. They will provide clear explanations through high quality resources.
- Where deemed appropriate, by the professional, some teachers may use live teaching input (online lessons), live story time daily, 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 work books that the pupils have been sent home with and commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. For subjects such as PE it is essential that our pupils remain physically active and we realise that this is a subject that is difficult to teach remotely. Some aspects may be able to be delivered using video demonstrations. At the same time we must take into consideration any restrictions in force and pupils' age and living circumstances. Pupils will be encouraged to take regular physical exercise and to maintain fitness.
- Teachers will keep on checking the learning of the pupils.
- We know that live lessons are not always the best tool. We acknowledge that sometimes it is better to show pupils a video from an expert and we will integrate this into our curriculum. We will also continue with our planned curriculum. We intend to maintain aspects of school life. We acknowledge that there are certain subject areas that may be better for when all pupils return to school fully.

We will concentrate upon using the following resources alongside the vast amount resources we use daily when pupils are in school

Key Stage One and EYFS resources

- Oak National Academy lessons, video/audio recordings made by teachers
- Oxford Owl reading resource
- Numbots, Power Maths Workbooks, Times Table Rockstars and White Rose Hub
- Blackburn Diocese Board of Education Worship and Picture News
- Purple Mash, Mini Mash and Serial Mash
- CPG Workbooks
- Burnley School Sport Partnership
- Lancashire County Council resources and Charanga music resource

Key Stage Two resources.

- Oak National Academy lessons, video/audio recordings made by teachers
- Learning By Questions (LBQ)
- Oxford Owl reading resource
- Times Table Rockstars, Power Maths Work Books and White Rose Hub.
- Sir Linkalot spelling resource
- Blackburn Diocese Board of Education Worship and Picture News
- Purple Mash and Serial Mash
- Lancashire County council resources
- PE Association
- Charanga Music

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 all pupils to engage with remote education
- Expect full parental support, for example, setting routines to support your child's education.
- Expect parents to communicate effectively with staff and to adhere to staff lunchtimes, home time and break time protocols for example staff will not be available during their designated lunch break. Staff will not be instantly available but they will do their best endeavours to respond within school time.
- We will listen to barriers of remote learning and look at ways that parents, teachers and pupils can overcome these. We are realistic within the expectations set and that parents, pupils and staff may contract COVID19. However, we are also duty bound to what the Government of the United Kingdom tell the school to do.

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

- We will check pupils' engagement with remote education by keeping a register of attendance and handing in of learning.
- Where engagement is a concern, we will inform parents and carers and have discussions in relation to concerns. We will look at the barriers and address the potential barriers.
- Teachers will check **learning** not just completion the completion of tasks.
- Teachers will use their professional judgement to ensure that teaching is making an impact.

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:

- Teaching and learning staff will decide what feedback is appropriate for their class in line with the reviewed feedback policy. They will work to create a consistent approach to feedback and work with parents to learn how best to give pupils feedback.
- Parents will receive progress reports at the end of each term.
- We will use TEAMS to feedback on learning.
- Within KS2 pupils will receive some feedback by Learning By Questions resource.
- You will receive a report on your child's progress each term

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:

- The SENDCO, Claire Ashton, will oversee the learning for pupils with additional needs.
- As a school we will work with families in relation to the age of the pupils and needs of the pupils.
- We will continue to carry out TAF meetings, EHCP meetings and annual reviews virtually.
- Pastoral Leaders and Pastoral workers will refer and keep in touch with families.
- We will work with the local authority to ensure that we are meeting the statutory duty and guide our parents to support if needed.
- Specialists teachers will continue to work with pupils remotely.

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?

- We will do our best endeavours to support pupils who are self –isolating.
- Our pupils have isolation packs and we have an established platform.
- We will work with families and speak with them directly in relation to the reasons behind self-isolation as situations for families vary, this is also dependent on the reasons for isolation.