

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 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?

If your child is sent home during the day, and they are well enough to work, then they will be sent home with work to complete for the remainder of the day. For the following day, work will be uploaded to Google Classroom.

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?

Teachers will set work appropriate to the age of the child, in line with our current curriculum. It will closely mirror what your child would be completing in school. It is important that home learning is supported and engaged with wherever possible.

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	The amount of remote education provided will be at least the minimum expectation set out by the DfE. Although, at Lutley, work will be set for every lesson that the children would have been receiving in school. Minimum expectation: <ul style="list-style-type: none">• Key Stage 1: 3 hours a day on average across the cohort, with less for younger children• Key Stage 2: 4 hours a day
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Accessing remote education

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

Google Classroom.

We will also direct children to engage in online platforms such as: Century, Numbots, Times Table Rock Stars, Espresso, MyOn (reading), Renaissance Accelerated Reader, Power Maths, Bug Club, RM Unify, Tapestry, Online Big Cat Reading Scheme.

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 will issue or lend laptops or tablets to pupils. These can be accessed by emailing our school office via info@lutley.dudley.sch.uk
- Pupils will be allocated a Google Chromebook, which they are familiar with. The school can provide mobile data for up to 90 days in the form of a SIM card for any families without internet access (while stock lasts).
- Workbooks are provided for all pupils, as well as online materials via Google Classroom.
- Pupils can submit work in a variety of ways: via Google Classroom, email, physically returning the work to school.

How will my child be taught remotely?

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

Learning approaches are determined on a case by case basis:

1. An individual (and their siblings) is / are absent because they are awaiting test results and the household is required to self-isolate.
2. An individual is self-isolating because of a positive test within the household;
3. A group of Pupils are self-isolating because of a case of coronavirus in the bubble;
4. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus.
5. Whole school closure for national lockdown – for more information on the provision during a national school closure, please see the school website: www.lutley.dudley.sch.uk/remot-home-learning

The way that we teach pupils remotely is dependent on the capacity of the school and the availability of staff.

Google Classroom will always be used as a platform for teachers and Pupils to interact via posting work, engaging in dialogue about their work, and providing feedback to one another. When Pupils log on, they see a snapshot view of the work set, teacher announcements, Pupils' questions, and other important class information. Pupils can submit their work directly through Google Classroom, and teachers can comment on this. Google Meet may be used for some aspects of learning and communicating.

Video Lessons:

Where possible, video lessons will be provided through a number of different providers either in school or online including, but not exclusive to, Oak National Academy, White Rose Maths, BBC Bitesize, Purple Mash and Espresso.

Learning will be a mixture of a range of different resources suitable for each particular lesson. The resources used for lessons have been chosen for a number of reasons such as:

- They are in line with our teaching approach
- They may be linked to a workbook sent home for your child to complete
- They deliver the curriculum in your child's Programme of Study
- We subscribe to them as they impact on Pupils' progress.
- In preparation for home learning, parents and Pupils need to ensure they have logins and passwords for the relevant online resources- these can be found in your child's planner.

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 expected that the pupils' engagement with remote education and complete the work set. Parents/Carers have an important role to play in their child's education, and home learning is an essential part of this process. We ask parents/carers to encourage their child to complete the home learning tasks that are set. We invite them to help their children as they feel necessary and provide them with an environment that allows children to do their best.

Parents/Carers can support their child by providing a good working space at home, and by discussing the work that their child is doing.

If parents/carers have any problems or questions about home learning, they should, in the first instance, contact the child's class teacher via the school office or Google Classrooms.

We ask parents/carers to encourage their child to follow the presentation guidelines set out in our Feedback and Presentation policy. This can be found on the school website.

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

Daily, staff will check the engagement of pupils and the quality of their work. Feedback will be provided by a member of staff through Google Classroom and Tapestry for EYFS. Pupils are accountable for the completion of their own schoolwork – staff will contact parents via phone/email/Parentmail if their child is not completing their schoolwork or their standard of work has noticeably decreased.

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:

Some tasks will be provided with answers and then the children will upload their work for feedback from a teacher.

Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge. Online Platforms, which are underpinned by artificial intelligence, may also be used to provide feedback to the teacher.

Other tasks, will be uploaded and feedback will be provided by a teacher.

Teachers will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the Headteacher as soon as possible. Teachers will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible. The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote education where possible.

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:

Teachers will liaise with the SENCO and other relevant colleagues to ensure all pupils remain fully supported for the period of remote education. The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls, individual sessions relating to their IEP and EHCP targets.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote education. Lesson plans will be adapted to ensure the curriculum remains fully accessible and inclusive during the period of remote education. Teachers will be reviewing the programmes chosen for online learning for the accessibility features available, e.g. voice-to-text conversion, to support pupils with SEND. The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the Headteacher.

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 provision will not differ greatly to what is detailed above. Work will be set and feedback will be provided via Google Classroom.

We may not be able to provide pre-recorded or live videos by Lutley staff and will provide links to lessons from but not exclusive to, Oak National Academy, White Rose Maths, BBC Bitesize, Purple Mash and Espresso.