

Laycock 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 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?

- Your child has access to the Oxford Reading Buddy website, to which school subscribes, where reading texts appropriate to your child's reading age and ability are allocated. This will help guide you to other reading material of an appropriate level during your child's remote education.
- Your child knows their log-ons for Times Table Rockstars, Numbots, Oxford Reading Buddy and Spelling Shed. Your class teacher will set tasks for your child to complete. Some of these may require access to websites such as White Rose Maths, Phonics Play, Espresso, etc, but your teacher will give details of what you need to do.
- Initial activities will be directly linked to previous teaching already covered in class, so your child will be revisiting, consolidating and applying previous learning in the first instance.

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, when covering science topics we have thought about resources that are likely to be available at home and have made some adaptations to make learning accessible for all. This may include additional demonstrations via video, such as experiments, or links to external video resources.

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:

All year groups	<ul style="list-style-type: none"> ○ Daily PSHE / wellbeing sessions with follow up activities.
Reception	<ul style="list-style-type: none"> ○ Up to 3 hours a day, to include: reading with your child for at least 20 minutes; ○ phonics practice for at least 20 minutes; ○ writing and number work for at least 30 minutes each; ○ physical activity to develop gross and fine motor skills eg “50 Things To Do Before You Are 5” resources; creative activities such as cutting, colouring, etc.
Key Stage 1 – Years 1 and 2	<ul style="list-style-type: none"> ○ 3 hours of remote learning, including: ○ Daily taught maths lesson followed by independent practice and application of skills (problems solving and fluency). ○ Daily taught English lesson followed by writing & / or reading activity, incl phonics activities. ○ A weekly Science taught session, followed by independent activity. ○ A weekly topic taught session, followed by independent activity. ○ Daily reading with an adult for at least 15 minutes. ○ Daily practice of number bonds and, as appropriate, multiplication tables, including access to Numbots and Times Tables Rockstars online resources. ○ Daily practice of spellings, set weekly by the class teacher, including access to Spelling Shed online resource.
Key Stage 2 – Years 3, 4, 5 and 6	<ul style="list-style-type: none"> ○ 4 hours of remote learning, including: ○ Daily taught maths lesson followed by independent practice and application of skills (problems solving and fluency). ○ Daily taught English lesson followed by writing & / or reading activity, incl phonics activities as appropriate. ○ A weekly Science taught session, followed by independent activity. ○ A weekly topic taught session, followed by independent activity. ○ Daily reading with an adult for at least 30 minutes. ○ Daily practice of number bonds and, as appropriate, multiplication tables, including access to Numbots and Times Tables Rockstars online resources. ○ Daily practice of spellings, set weekly by the class teacher, including access to Spelling Shed online resource, including 2x HIVE games set per week. ○ A weekly Art lesson, with activities set online. ○ Y3/4 weekly French lesson, with activities set online; a weekly Y5/6 PSHE lesson with follow up activities.

Accessing remote education

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

Online tools and platforms we are using to support your child with their remote education include:

- Dojo – this is where you will find all the teaching videos for your lessons, and your child’s portfolio where you upload your work for marking and feedback. You can also message your teacher here for support, or with any questions you have about your work.
- White Rose Maths Hub – maths resources & additional teaching videos / powerpoints.
- Times Tables Rockstars and Numbots – number bonds and times tables practice.
- Spelling Shed – spelling practice.
- Oxford Reading Buddy – Online Reading Books, just the same as the ones we have in school.
- Espresso – cross-curricular online learning resources.
- BBC bitesize – cross-curricular online learning resources.
- POBBLE – online picture resource.

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 a limited number of laptops available to lend to families who are struggling to access online learning. In the first instance, these are allocated to families who have no devices on which to access online learning at all, ie no PC, laptop, tablet or smartphone. We then allocate based on suitability of available devices, eg to families who only have access to a smartphone. Where possible, school laptops are loaned to families with more than one Laycock pupil to maximise impact on pupil engagement with online learning. Laptops remain the property of Laycock Primary School and agreements between home and school must be signed before a laptop will be loaned to a family. If a parent feels they would benefit from a laptop, they should contact school – by phone, email or dojo messaging.
- We have a supply of Vodaphone 30GB SIM cards that we can give to families who are experiencing difficulty accessing online learning due to no internet provider or limited download packages. Instructions for use are included. Parents can access these SIM cards by contacting school - by phone, email or dojo messaging.
- Online learning is preferable, as this facilitates feedback from the classteacher. However, recognising that some families find this difficult to access, in exceptional cases we will provide paper learning packs. Following discussion with the classteacher, these are made available for collection from school on a Friday. Parents take photographs daily of the work and upload these on a smartphone to their child’s portfolio on dojo so their teacher can see what they have done and monitor their progress.

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 (online lessons) daily in Maths & English for all year groups from R-6 incl; live, recorded teaching daily in phonics for Reception & KS1.
- Weekly live, recorded teaching in science and topic once per week for all year groups 1-6 incl.
- Weekly live, recorded teaching In Understanding of the World and creative strands of the Early Years Curriculum once per week;
- Activities for French once per week for Y3/4.
- Weekly, live recorded teaching in PSCHE for Y5/6, once per week.
- Activities posed daily for PSHE and wellbeing for all year groups, R-6 incl.
- Daily reading, supported by Oxford Reading Buddy online.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences – BBC Bitesize; Oak Academy Resources.
- School funded access to commercial websites – Times Table Rockstars; Numbots; Oxford Reading Buddy; White Rose Maths Premium Resources.
- Where parents are struggling to access remote learning resources online due to a lack of devices, school has provided a laptop, and in addition a SIM card where this was required.
- Where accessing online learning is not an option, for whatever reason, paper-based learning packs are provided and linked as closely as possible to the online learning provision.

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 that all children engage fully with remote learning, given the provision outlined above. Work is differentiated to ensure children's needs are met, regardless of the format in which it is presented.
- Parents of children who do not engage will be contacted by school to ascertain barriers to engagement so as to find ways to overcome them for the benefit of the child.
- Parents are expected to ensure that their child(ren) have a quiet space in which to work and, within reason, appropriate resources to complete the set tasks. Teachers will be mindful when setting activities of the resources available to the majority of our children at home.
- Parents are expected to upload completed work on the day that it is set so teachers are able to mark it and provide feedback, and so that misconceptions can be addressed in the following lesson delivery.
- Parents are expected to set routines to support their child(ren) in completing their home learning.
- Parents are expected to contact school immediately if they have any problems with home 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 check your child's work daily.
- Marking and feedback will be online, using the dojo messaging system. Parents are asked to upload their child's work to their portfolio for feedback daily.
- Where engagement is a concern, class teachers will message parents in the first instance. If engagement does not improve, the Child and Parent Support Worker (CHaP) will follow up with a wellbeing phone call and / or garden visit to support improved engagement.
- If engagement still does not improve, parents will be contacted by the Headteacher.
- Engagement is monitored via a spreadsheet on a daily basis for every child for every subject.

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:

- Feedback will predominantly be via comment directly on the child's work within their portfolio, or via direct message - both on the dojo messaging system.
- Google Meets can be held to facilitate group feedback, with safeguarding arrangements in place.
- Depending on year group, additional approaches to feedback will be utilised, eg quizzes.

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:

- Work provided for SEND pupils and others who may require support from adults in their learning will be appropriately differentiated by the class teacher.
- For younger children, activities will be practical and focus on mastery of key skills such as phonics, fine motor skills, number acquisition and communication skills.
- Where an EHCP or MSP is in place, activities will be set to ensure progress towards personal targets.
- Activities may be adapted to link to a child's specific interests.
- Direct messaging to the class teacher is available to support the child and adult with the learning.
- As appropriate, families will be provided with resources to support remote learning. In some cases these will be similar to those normally used in school, eg visual timetable, reward charts, etc. They may include access to devices to support online learning, eg a laptop.

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?

If your child is self-isolating but is not unwell, they will be provided with activities directly linked to the curriculum delivery. The curriculum leaflet is available on the school website to support parents. Activities will include use of online platforms:

- Times tables Rock Stars (TTRS)
- Numbots (NBs);
- Oxford Reading Buddy (ORB) & linked reading comprehension;
- Spelling Shed;
- White Rose Home Learning & associated sites , incl Power Point links / worksheets re varied fluency (VF), reasoning (R) & problem solving (PS) activities;
- BBC Bitesize;
- Oak National Academy video lessons linked to curriculum delivery;
- POBBLE (KS2) 'picture a day' with related GPS, Inference & writing activity.
- **Plus:** phonics Bottle Top bags;
- Individual specific phonics sheets &/or daily links to Espresso phonics;
- 50 Things to Do Before You're 5.