



Remote education provision: information for parents and carers

Our remote learning offer aims to support families in maintaining a routine for learning and a sense of belonging to the wonderful school community of Langer Primary Academy. We prioritise the strong relationships between pupils and adults at school and will ask families to support us by providing their child with routines to access every online, live lesson taught to their child's class. Even though we are currently apart, we are still together in our learning and our virtual school community. We will continue to support families by lending devices, providing stationary, reading books, financial support and food parcels if needed.

Our curriculum, and our remote learning curriculum, are intended to teach our pupils to become educated citizens who achieve, trust, care and aspire to greatness.

Our curriculum aims to support children who attend our school by:

Widening their KNOWLEDGE of the WORLD because we believe children should be engaged with the world around them

Increasing their subject VOCABULARY because words convey meaning; this increases their knowledge and understanding, language gives power and we want our pupils to be powerful citizens of their community

Developing their CARE and ASPIRATIONS because they love learning and value it's role in their future

Giving our children the best chance to ACHIEVE highly because our curriculum is structured around the need to make connections between knowledge gathered across the curriculum

At the centre of our curriculum is the need for our pupils to have the opportunity to rehearse knowledge. We want the key concepts covered in lessons to become part of their long-term memory. Therefore meaning key concepts can be recalled easily as part of higher-order thinking tasks such as creating, analysing and evaluating across the curriculum.

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 the majority of pupils, entire cohorts (or bubbles) to remain at home or any pupil who is unable to attend school due to self-isolation. Details of support for pupils who are self-isolation are included at the end of this document.

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 on the first day or two of pupils being sent home?

On the first day of pupils being sent home from onsite learning, work will be provided during the first day for the children to complete on that day. On the first full day of remote learning, class teachers will begin online live lessons and host a "welcome to remote learning meeting for X class meeting". This meeting will explain the expectations of pupils behaviour during online live lessons, learning tasks for completion and how they should be submitted to staff, the outline of the schedule for each week and offer time for parents, carers and pupils to ask questions if needed.

All pupils are expected to attend live online lessons because our curriculum is being covered in this way and therefore any pupils not attending will have gaps in their understanding. Our expectation of online attendance is exactly the same as our expectation of physical attendance during onsite schooling. Every pupil should attend every session. Registers are taken during every live lesson and non-attendance is followed-up everyday.

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. We may choose to focus on blocks of teaching that are likely to be more successful online because they don't require specialist equipment for example, we may move a Design and Technology block that requires wood, hacksaws and glue guns so that it can be taught onsite at a later date and replace it with another Design and Technology block that involves food and nutrition instead. Ultimately, all blocks will be taught, just not necessarily in the intended order.

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:

| | |
|-------------|-----------------|
| Reception | 3 hours |
| Key Stage 1 | 3-4 hours |
| Key Stage 2 | 4 hours or more |

This is an example of a one week's timetable for a KS1 class. Remember that our Aspiration Curriculum is a blocked curriculum so we teach a subject for one or two weeks then move onto another subject so this week features Science.

Parks Class Daily remote learning offer - January 2020

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Tasks needed to prepare work |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| 09:15 | Phonics session Writing session online <i>Writing task then uploaded to Class Dojo</i> <i>1 hour</i> | Phonics session Writing session online <i>Writing task then uploaded to Class Dojo</i> <i>1 hour</i> | Phonics session Writing session online <i>Writing task then uploaded to Class Dojo</i> <i>1 hour</i> | Phonics session Writing session online <i>Writing task then uploaded to Class Dojo</i> <i>1 hour</i> | Phonics session Writing session online <i>Writing task then uploaded to Class Dojo</i> <i>1 hour</i> | Phonics slides (shared with class) English slides (shared with class) Upload task to Dojo |
| 11:45 | Maths session online <i>Maths task then uploaded to Class Dojo</i> <i>1 hour</i> | Maths session online <i>Maths task then uploaded to Class Dojo</i> <i>1 hour</i> | Maths session online <i>Maths task then uploaded to Class Dojo</i> <i>1 hour</i> | Maths session online <i>Maths task then uploaded to Class Dojo</i> <i>1 hour</i> | Maths session online <i>Maths task then uploaded to Class Dojo</i> <i>1 hour</i> | PPT slides (shared with class) Upload task to Dojo |
| 13:30 | RE <i>Aspiration Curriculum online uploaded to Class Dojo</i> <i>1 hour</i> | Aspiration Curriculum online - Science <i>Aspiration Curriculum online uploaded to Class Dojo</i> | No online learning Reminder of tasks/reading and other learning opportunities | Aspiration Curriculum online - Science <i>Aspiration Curriculum online uploaded to Class Dojo</i> | Aspiration Curriculum online - PSHE PIXEL <i>Aspiration Curriculum online uploaded to Class Dojo</i> | PPT slides (shared with class) Upload task to ojo |
| Other work to be uploaded to Class Dojo | TTRockstars task set Monitor logins | Reading activity - Roots shared story (questions in the back of book) | Spelling Shed task set Set any afternoon task/post | Reminder of class tasks and school story uploads | Reading activity - Roots shared story (questions in the back of book) | |
| BBC Bitesize activities/videos linked to learning https://www.bbc.co.uk/bitesize/articles/zsnq4xs | | PE Challenges on school story | | Music lesson shared on Class Dojo | | |

Accessing remote education

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

We use Class Dojo and Google Meet as our central platforms for remote learning.

In addition to these remote learning tasks will be set that may require use of:

- Accelerated Reader
- Curriculum Visions
- Spelling Shed
- Times Table Rockstars
- Numbots

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. At the start of any period of remote learning, we will ask all families to tell us what devices they need to access live lessons and will do our best to provide these. We can lend ipads, google chromebooks, google chromebases and internet dongles (MiFi) devices. Any child who cannot access online learning for reasons beyond the availability of devices will be in the group of children working onsite, with parental consent.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely - these are described below:

How do we teach Early Years remotely?

- We teach phonics daily - practicing previously learnt sounds and introducing new ones
- We provide suggestions to parents for opportunities to practice these sounds at home
- We teach 15minute maths daily to continue developing children's recall of key maths concepts such as days or the week, months of the year and numbers
- We provide activities for pupils to develop their understanding of the taught concepts - this is through work packs prepared weekly and delivered home to families
- We provide frequent opportunities and ideas for engaging in enquiry-led learning using weekly/fortnightly themes

How do we teach English remotely?

- We teach five live online lessons each week
- We use SfA phonics
- We use CLUSP to teach reading and writing
- We teach spelling and grammar using a range of difference resources - SFA, PiXL, The Oaks Academy and BBC Learning, Spelling shed
- Classes use Accelerated Reader to quiz on books pupils have read
- PiXL is also used to close gaps identified through AfL
- Our higher prior attaining pupils attend a weekly book club run by Greenfields staff
- We deliver reading books to pupils at least once a week - these books are personally selected for each pupils next steps in reading development
- We read a class story daily to every class

How do we teach Maths remotely?

- We teach five live online lessons each week
- We use the online resources produced by White Rose Mathematics
- We teach a daily maths lesson to all pupils in years 1-6
- Our higher prior attaining pupils in years 3-6 access weekly online masterclasses with Anna Tapper
- Pupils also use TTRockstars to maintain their fluency of the Times Tables
- We use PiXL as an additional resource to close gaps identified through AfL.
- Teachers also access NCETM and Nrich to support their teaching of problem solving and reasoning.

How do we teach our Aspiration Curriculum remotely?

- We teach four live lessons each week using our blocked curriculum plan
- We use the spring term units from the long term plan so starting with:
 - Yr1/2 animals including humans
 - Yr2/3 UK study
 - Yr 4 /5 earth and space
 - Yr 5 /6 circulatory system

How do we support pupils to remain active whilst learning remotely?

- Our sports coaches offer weekly online sessions showing children activities they can do to keep fit and healthy at home
- We signpost families to cosmic yoga, Joe Wicks and other online resources
- Weekly PE challenges will be set via ClassDojo such as - 'you are challenged to walk quickly around your garden/living room 100 times - who will achieve this first?'
- Whole school challenges such as skipping challenge for which every child has been provided with a skipping rope

How do we teach RSE and support wellbeing remotely?

- Miss Fish works with Emma from Level Two to provide nurture group activities for small groups
- We prioritise maintaining relationships between teachers, pupils and support staff by keeping online sessions consistently run by usual staff
- We use rewards consistently between remote and classroom based learning
- We set out clear expectations for behaviour during online live lessons
- We use Paths and PiXL resources to deliver weekly RSE/Well-being lessons

How do we support the pupils with SEND remotely?

- All SEND EHCP pupils offered on site place and appropriate support is sought from the LA if needed to support this
- Live lessons allow for scaffolding and support from class teachers and adults in a way that is reflective of classroom routines (e.g. consistent rewards within the classroom, specific praise and targets, extra adults on call to support those who would usually have 1-1)
- Lessons designed to set children on task and children who require additional support - both academically and mentally - could remain on the call with teaching support if needed
- Additional SEN interventions ran three times a week for KS1 and KS2 learners to address gaps in learning
- Maths manipulatives sent home for those who will benefit from concrete resources when accessing learning
- Weekly phone calls with SEN learners who are not onsite who would benefit from additional support - from SENCO and their 1-1. Offering check ins, support with children and parents, additional resources and support.

How do we ensure equity for children who learn onsite and at home?

We use a hybrid teaching model so children onsite access online live lessons with the rest of their class then are supported to understand concepts and complete tasks by staff onsite. From 1.2.21 all pupils onsite will be taught by their class teachers who will stream live lessons from the classrooms to pupils learning at home.

We know that some families and some pupils find engaging with live lessons very challenging and we will discuss cases on an individual basis. Every pupil will be provided with an remote learning offer that meets their individual needs. If we agree that a pupil may benefit from resources on paper rather than live lesson provision, we will agree with families a way that we can still engage with that child each day for example attending online storytime, home visits, attending the start of a lesson then accessing the rest of the content via paper-based resources. Engaging with all our pupils on a daily basis is

essential to our duty of care for pupils as well as for our responsibility to provide an excellent education to each pupil that prepares them for the rest of their lives.

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 every child to attend every live lesson and complete the learning tasks within that lesson and/or assigned as follow-up to the lesson. All work completed should be photographed and uploaded onto the task section or the child's portfolio option on Class Dojo.

We expect every family to support their children in setting up routines for learning in their homes. If there are difficulties, in terms of parental work commitments or space for all learners, please contact your child's class teacher or Miss Fish, the Family Liaison Officer, to see how we can help. We can access financial support for purchasing equipment such as stationary or a desk for example or may be able to offer onsite provision if necessary.

We ask parents to support their children in focussing on live lessons and completing tasks to the best of their ability. We are publishing guidance on how to support your child in checking their own learning tasks before they are submitted - this is our usual process in the classroom so mirroring it at home will further support the children's learning.

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

We take registers in every lesson and will follow-up on non-attendance or non-engagement every day. Our home visits team are given lists of children we would like them to visit twice or more each week. The aim of these visits is to safeguard children, provide learning resources and maintain positive relationships between home and school. These visits are an essential part of our duty of care for our pupils. All visits are risk assessed and knocking and asking to talk to pupils from a 2m distance. Any resources being delivered will be left on the doorstep prior to knocking on the door so that everyone is safe. If you need a food parcel, clothes, bedding, toys/books or any financial assistance, please speak to the Home Visits team about this as we can arrange this support quickly and easily. Please do not hesitate to ask for help, lots of families need support at the moment and we are ready to help, just let us know exactly what you need.

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. Work is responded to at the earliest opportunity, we aim to respond on the same day. Sometimes, it takes staff longer depending on the amount of work being submitted across the day and balancing that with their teaching commitments. Our feedback will take the form of acknowledgement/encouragement comments, specific praise and targeted developmental feedback. Which of these is used depends upon the task and its place within the sequence of learning.

During a period of remote learning, parents/carers consultations will be conducted using Google Meet in the usual sequence so that all families are able to receive information about their child's overall progress and attainment as well as asking any questions they may have.

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:

- All children in school across all ages have access to three live lessons a day: An english, a maths and a topic lesson. The lengths of the lessons are structured to meet the needs of the children, with EYFs having 20 minute lessons, year 1/2 class have 30 minute lessons, year 2/3 and 4/5 have 45 minute lessons and year 5/6 have an hour lessons. Additional work is posted on class Dojo to provide additional hours of learning each school day. These are structured to ensure there is no cognitive overload of the pupils and they are able to focus their attention for a set amount of time, and are able to make their own learning routines when they are at home.
- All pupils with an EHCP have been offered a place on site, with guidance provided on how to meet targets in the EHCP onsite or at home.
- Live lessons allow for scaffolding and support from class teachers and adults in a way that is reflective of classroom routines (e.g. consistent rewards within the classroom, specific praise and targets, extra adults on call to support those who would usually have 1-1)
- Lessons designed to set children on task and children who require additional support - both academically and mentally - could remain on the call with teaching support if needed
- Additional SEN interventions ran three times a week for KS1 and KS2 learners to address gaps in learning.
- Maths manipulatives sent home for those who will benefit from concrete resources when accessing learning
- Weekly virtual calls with SEN learners who are not onsite who would benefit from additional support - from SENCO and their 1-1. Offering check ins, support with children and parents, additional resources and support.
- Use of outreach services has been adapted to meet remote learning needs: both speech and language and dyslexia outreach are in the process of creating provision that can be done both remotely and at home. Speech and language are running virtual language sessions to support pupils on their service.
- Support is offered to all parents through class dojo, phone calls and home visits should they need support or have difficulty accessing the online learning.
- If a child cannot access the virtual live lessons in extenuating circumstances, a paper home learning pack can be provided and arrangements made for daily online attendance in an appropriate manner for the child involved.

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 a pupil is self-isolating whilst the rest of their class is learning onsite, the class teachers will schedule live lessons across the day and assign follow-up tasks that are being used in the classroom lessons on that day. If additional printed materials are required, these will be delivered in batches or pupils will be shown how to use an iPad and Apple Pencil to complete these tasks without the need for printing. All tasks are required to be submitted as above, on a daily basis. Taking this approach allows us to deliver a well-planned and well-sequenced curriculum to every pupil. If there is a subject that cannot be taught via live lessons, resources such as Oaks Academy or Curriculum Visions will be provided to cover the content in another form.

If a pupil has to self-isolate for a prolonged period of time, then a bespoke curriculum offer will be made for that child in order to minimise the impact on their learning and attainment. This will include small- group tuition and daily live lessons/check-ins.

We recognise that a prolonged period of self-isolation will have an impact on pupils' feelings of belonging and wellbeing and therefore our bespoke curriculum offer would also include nurture groups sessions and the opportunity to maintain a sense of belonging to the class, friendship groups and the school community as a whole.