

The Landing- 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?

Full remote offsite offer in place for the first three days. This consists of access to class learning resource where full daily timetable, resources and activities guides are available. This will also include a blend of bespoke planning for pupils by class teachers and access to personalised English and maths learning programmes including readings and eggs and prodigy. All families will be contacted by school staff to discuss provision needs during lockdown. A plan will be developed and a formal offer will be shared with parents individually by the end of the third day.

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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- We offered all pupils a blended curriculum containing two days onsite with personalised learning in place, including face to face whole class and one to one virtual learning support and personalised packages of work emailed or posted to parents/ carers.
- We teach the same curriculum remotely as we do in school. We structure the week to ensure that we rotate the onsite input with the home learning planned to support this input. This is then alternated so all pupils are receiving the same level of input where accessing blended offer or full offsite offer.
- 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 addressing pupils social, emotional or mental health needs this is often done as a response to a pupil's reaction or concern and as such cannot be planned for or reproduced in home learning environment.
- We provide individual curriculums for a high number of pupils in line with their profile of need and learning levels and style. This is part of our normal practice and will continue during lockdown with staff members emailing families personalized bespoke work to address individual need where appropriate.
- We have provided all families with direct contact to their child's class teacher to ensure they can always contact them to discuss work, identify concerns or request additional work if all tasks completed.

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	N/A
Key Stage 2	3 hours work per day.

	Due to pupil's profile of need we have reduced the expectation for home learning to reduce pressure for families and ensure the social, emotional and, mental health needs of our pupils are our priority. We set a minimum of three hours work daily but often tasks are open ended and can be adapted to meet the engagement level of the pupils at that time.
Key Stage 3 and 4	4 hours work daily- see above.

Accessing remote education

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

- Work provided via online learning platform linked to school's website.
- Personalized work accessed via email or hand posted.
- Learning programs used: Prodigy, Reading eggs and Splash learn (maths)
- One to one and small group sessions are set through zoom.
- Access to resources online are usually through 'Twinkle' resources or power points and word documents developed by school staff.

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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- All parents have been contacted and laptops have been issued where access to technology had been an issue
- As part of our technology Audit in the Autumn term we identified those families that may have connectivity issue. We highlighted to government backed schemes in place to support with home learning.
- Any pupils can access any printed materials needed if they do not have online access- They can contact school staff who can print packs in advance, post to parents or door step deliver. A number of pupils attend school as part of a blended offer and take their work packs home directly from school to complete on remote learning days.
- pupils can submit work to their teachers if they do not have online access by posting back to school (we can provide a self-addressed envelope, by dropping work off, by taking a photograph and emailing to teachers or by showing the teachers in their one to one online sessions. The pupils that attend as part of a blended offer can just bring their work into school when they are attending.

How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- Majority of pupils access a blended offer. Full input is delivered as face to face teaching and reinforcement activities and sessions are planned for remotes learning days.
- live teaching (online lessons) either as small groups or one to one.
- printed paper packs produced by teachers (e.g. workbooks, worksheets) available for all students if needed.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences- this includes prodigy, reading eggs and splash learn.
- Printable resources in the form of word document or power points that contain a structure to support the pupils in their home learning and enable them to quickly and easily email their completed work back in the same format.

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?

In this section, please set out briefly:

- expectations for pupils' engagement with remote education:

This differs according to the individual pupil's profile of need and family situation.

The general expectation is that the pupils complete the set tasks at home on a daily basis utilizing the wide variety of support methods in place. Pupils that cannot access home learning as part of their profile of need access school as part of a blended offer. This ensures they are given a higher level of support to complete tasks when attending school which reduces pressure and expectations when they are not attending school

- expectations of parental support, for example, setting routines to support your child's education:

As above expectation of parents depends on the individual needs of the families.

Our general expectation is that families have clear and open lines of communication with us that enable us to support them if they require additional support so that we can work together to develop a plan to appropriately support their children educational and social, emotional and mental health need suing this current situation.

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

In this section, please set out briefly:

- how, and how often, you will check pupils' engagement with remote education: daily. This will be done using a variety of methods, the online learning systems track pupil's engagement, attendance with daily zoom and onsite offer is monitored closely and reviewed weekly, engagement and feedback for written tasks or activities is monitored by class teacher. Any concerns with regards to lack of engagement is fed back to senior staff in twice weekly progress meetings.
- what action you take where engagement is a concern, including how you will inform parents and carers:

Open the lines of communication, contact families and discuss what additional support can be put in place to support their child's engagement adapt the offer in place and review more regularly.

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:

In this section, please set out briefly:

- the methods you will use to assess and feedback on pupils' work: similar to those methods used during a standard school day. A range of feedback approaches as appropriate to the profile of the pupil. Generally immediate verbal feedback- if attending a zoom session or onsite learning, or emailed response to work submitted. Weekly 'check in' progress meetings with the pupils. Positive praise, sending postcards home to improve engagement, access to school based reward system for home school tasks completed.
- how often pupils will receive feedback on their work: Generally, as soon as it has been completed, or before the end of that working day, as immediate feedback work best for this profile of learner.

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:

In this section, please set out briefly:

- how you work with families to deliver remote education for pupils with SEND: All pupils in school are SEND. All plans in place are done as part of discussions with families around the best way to meet pupils needs as identified in sections F, G and H in their EHCP plans.

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?

It will be the same as above- although will be fully remote with more frequent 'check in' sessions rather than as part of a blended offer.