



Lillington
Nursery and
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 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?

All children will be resent their log in details for Google Classroom and a video of how to access this will be posted on the school Face Book page again. We will also be making paper learning packs available from the start of lockdown. These will be updated and available from a Monday each week. The staff will also be posting on Facebook regularly to support families with a range of offers and resources available outside of school but also to support with ideas for those children and parents who are struggling with engaging with the online learning.

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, in PE we will offer ideas to keep children fit and active, however we won't be able to teach the team sports we would have doing. We also won't be able to offer in depth Art and Design lessons due to the need for specialist materials.

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	Reception – 3 hours
	Key Stage 1 – 3 hours
	Key Stage 2 – 4 hours

Accessing remote education

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

Lillington Nursery and Primary School are using Google Classroom as their remote learning platform. This is accessed via the child's email address and password. These have been shared with ALL parents. In addition to this, children in Key Stage 2 also have access to spelling shed and Times table Rockstars, Years 5 and 6 also use MyOn with the expectation that this will be filtered through to years 3 and 4. This will be implemented across Key Stage 1 over the next term (Something we had planned to do in school during Spring 1).

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 are currently updating our school laptops and also looking into having some ordered from the DFE. These will be available to our most vulnerable pupils who cannot access online provision. A user agreement will need to be signed and adhered to by the parent/carer in order for this to be released. At this time we will be prioritising Years 5/6 in the first instance.
- Pupils who are unable to access online are provided with a learning pack. This is available from the office weekly. The learning packs cover the learning that children online and in school receive and equate to $\frac{3}{4}$ hours of learning a day.
- Pupils are able to send their work to the teachers via the following ways:
 - Take a photo on a phone and email
 - Drop off the work when you return to collect your new pack.

How will my child be taught remotely?

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

Examples of remote teaching approaches:

- 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 reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Activities posted on Facebook including a weekly story from all the class teachers

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?

At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one platform of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.



REMOTE EDUCATION 10 TOP TIPS FOR PARENTS

Remote education ensures continuous learning outside the classroom. For parents and carers, remote education isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote education experience.

1. TAKE AN ACTIVE INTEREST IN YOUR CHILD'S LEARNING

As a parent or carer, your school may have explained how remote education works already, but children may still need help. Take an active interest in their learning and help support them whenever they need a helping hand.



2. MONITOR YOUR CHILD'S COMMUNICATION AND ONLINE ACTIVITY

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.



3. ESTABLISH A DAILY SCHEDULE AND ROUTINE

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.



4. ENCOURAGE SCREEN BREAKS AND PHYSICAL ACTIVITY AWAY FROM DEVICES

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will invariably advise on screen breaks; however, it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.



5. ENSURE YOUR LEARNING DEVICE IS IN PUBLIC SPACE IN THE HOME

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral, with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.



6. IMPLEMENT SAFETY CONTROLS AND PRIVACY RESTRICTIONS ON APPS AND SOFTWARE

Dependant on how your school implements remote education, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.



7. ENSURE YOUR CHILD ONLY USES OFFICIAL SCHOOL COMMUNICATION CHANNELS

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.



8. FAMILIARISE YOURSELF WITH RELEVANT SCHOOL POLICIES

Schools should have a policy on remote education that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.



9. MAINTAIN FEEDBACK WITH TEACHERS

Engage in communication with teachers where possible, and try to feed back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.



10. MONITOR YOUR CHILD'S WELLBEING AND MENTAL HEALTH

Remote education will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as they can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends every day might take its toll.



www.nationalonlinesafety.com Twitter - @natonlinesafety Facebook - /NationalOnlineSafety Instagram - @nationalonlinesafety

Sources: Remote education good practice. DfE guidance. | Safeguarding and remote education during coronavirus (COVID-19). DfE guidance.

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- Pupils are expected to engage with remote learning on every school day, this will be monitored by the class teacher.
- Parents are expected to engage by supporting their children through setting routines, listening to them read on a daily basis (EYFS and KS1), monitor the children's use of the communication tools available to them and most importantly ensure that effective safety measures are in place for using the internet.

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

EYFS

- Nursery is still open. Parents will be able to email photos of work / ideas that have been shared from a bank of ideas set each half term. Some of these will be added to learning journeys.
- Emails from parents go to both Mrs Johnson and Miss Cook but Mrs Johnson replies once a week as she is working from home some days.
- In Reception, google classroom, emails, phone calls and paper packs will be used to ensure engagement. Mr Pegg will inform parents via email or phone calls if concerns arise.

Key Stage 1

- Staff will monitor children's submitted work daily and record the levels of engagement weekly.
- Staff will monitor Google Classroom to ensure children have accessed the resources.
- If children are not engaging, staff will email parents/carers to identify reasons for lack of engagement. If contact can't be made by email, staff will call or text.
- Learning packs that are collected will be expected to be handed in to school or evidence of them being completed submitted by scanning or taking photos of learning
- Additional activities can be found on the school Facebook page. These are there to support families in engaging their children with hands on learning

Key Stage 2

- Staff will monitor children's submitted work daily and record the levels of engagement weekly.
- Staff will monitor Google Classroom to ensure children have accessed the resources.
- Children will be expected to submit their daily learning for reading, writing and maths activities via the links on Google Classroom.
- For online activities like Rockstars, Edshed, MyON and Accelerated Reader, teachers will monitor the activities children have done weekly.
- If children are not engaging, staff will email parents/carers to identify reasons for lack of engagement. If contact can't be made by email, staff will call or text.

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:

- Children's work will be marked where possible (this is dependent on the task set). Feedback is then given by message on google classroom or by email for feedback from paper packs
- Feedback will be limited on the days that teachers are leading key worker classes in school so children should expect more feedback on some days than others.
- A voice note or a video from the class teacher will be sent via email or google classroom. Emails and comments via google classroom will support work that has been submitted.

Key Stage 2 specific

- Teachers will assess the submitted learning using Google Classroom or other web links through which learning has been submitted.
- Children will get regular feedback on their submitted learning. Feedback will be limited on the days that teachers are leading key worker classes in school so children should expect more feedback on some days than others.
- Feedback will be through class Google Meets, written comments on submitted learning and audio comments if a class is using that system.

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:

- SENCO will make contact, via telephone or email, parents of pupils on the SEN register to check up on pupils and their families, discuss engagement and offer support or advice.
- SENCO will work closely with class teachers to plan and support all SEN pupils requiring/asking for additional support
- Where needed/ desired, differentiated packs or online learning will be arranged or suggested/ sign posted for parents to use with their pupils at home
- SENCO will regularly monitor the work on SEN pupils both herself, or through discussions with teachers, online and with returned paper packs
- Parents can directly contact the SENCO if they have any questions or need support with any of the work suggested for their children:
greigc@lillingtonschool.org
- Work set will have a variety of ways to be recorded (written, picture, video) to give parents flexibility in accessing work. Reception parents will be emailed or called at least once a week on a Thursday or a Friday to communicate support. A questionnaire could be sent out to gather feedback to online and paper based learning

Facebook will be regularly updated with practical ideas for younger pupils to engage in fun, educational activities at home

Facebook will regularly be updated with stories for pupils in KS1 and EYFS, read by familiar adults

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?

Where there is a full lockdown the children self-isolating will be able to access learning through google classroom or paper packs as mentioned above.

When schools reopen and a child within a class needs to self-isolate, work will be set using the same online/paper platforms and feedback will be limited to once a week due to teaching commitments.

- Teachers will arrange for regular Google Meets to ensure the children can maintain a level of communication with their peers and staff members.
- Staff will ensure that where possible, the curriculum being taught in school is the same as that being offered as remote learning.
- Once self-isolation periods are completed, staff will encourage children to share the learning they have done.