

Little Hill Primary School Remote Education Provision: Information for Parents

This information is intended to provide clarity and transparency to parents or carers about what to expect from our 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?

Teachers will sign post parents and their children to the learning zone (blended learning) section of our website. Here they will find a wide range of curriculum resources they can access immediately. Children will be expected to continue with their daily reading and timestable Rockstars. Work then will be tailored to the child's age and ability via our Class Dojo, our online platform.

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 may need to make some adaptations in some subjects. For example, practical based activities that require specific resources that would normally be available in a classroom or school will need to be adapted for the home environment. We may also utilise Oak National Academy and BBC online learning to support some of our learning.

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	We are flexible and work with families as we understand family requirements are different. We provide a minimum of: <ul style="list-style-type: none">• Key stage 1: 3 hours a day, on average, across the school 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?

Our online platform for the whole school is Class DoJo and our EYFS pupils also have access to Tapestry.

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:

- Our small number of blended learning school laptops can be lent to individual families. This is prioritised based on individual need and circumstance. If you feel you require a laptop for your family's needs then please email the school office office@littlehill.leics.sch.uk
- We may be in a position to help families who get free school meals with the following:
Free BT Wi-Fi vouchers to support learning in lockdown. These are for families with children under 16 who do not currently have adequate access to internet connectivity at home.
Increase your data allowances on your mobile devices for children in families who (a) do not have fixed broadband at home, (b) cannot afford additional data for their devices, (c) experiencing disruption to their online education
If you would be interested in either, or both contact the school office@littlehill.leics.sch.uk.
- If pupils need access to printed materials parents should contact their child's class teacher via Class Dojo or the school telephone number 0116 2811963. These materials can then be collected weekly, posted out or delivered depending on family circumstances.
- As work is collected or delivered pupils completed work will be exchanged so that their work can be submitted back to their class teacher so their work can be assessed and feedback given.

How will my child be taught remotely?

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

Here are some of examples of our remote teaching approaches:

- asynchronous teaching (online instructional lesson videos/audio recordings made by class teachers)
- recorded teaching (e.g. Oak National Academy lessons)
- White Rose lessons with videos and sheets
- video tutorials
- printed paper packs, if agreed by the class teacher, 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
- project work and/or internet research activities
- a list of resources available on our Learning Zone of our website.

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?

- our expectation is that all pupils' have engagement with remote education daily and complete some of the tasks and upload them for the teachers. If you have technical issues, to contact your class teacher via ClassDojo or ring the school 0116 2811963
- engagement and recording of learning can take place in a number of ways (including digitally manipulating a document, voice recording, photographing evidence, digital journal writing or by using their homework text book)
- routines at this time will be extremely important for all families; where possible start at 9:00, complete a task and take a break for 30 minutes, complete another task to help keep children motivated
- it is an expectation that parents support their child(ren) by setting a clear and manageable routine that works for their family circumstances but support your child's education
- we understand that families need to manage their time differently and that is way we have adapted an asynchronous teaching approach

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

- pupil engagement with remote education is monitored by the pupil's class teacher daily when they assess and give feedback
- if there are any concerns with persistent disengagement within a week, teachers will contact pupil's parents/carers to resolve this
- regular contact can be made via Class Dojo between teacher and parent
- teachers will keep a record of pupil's engagement with their work
- well-being calls to support will be made half termly

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:

- when pupils submit their work teachers will be able to acknowledge this in a number of ways:
 - class teachers may ‘approve’ the work and therefore no further action is required. At this point, parents have the option to view completed work and add their own comments or questions.
 - class teachers and parents are able to ‘like’ completed work pieces
 - class teachers are able to comment on submitted work. This comment maybe for praise or to give instructional feedback
 - teachers have the option to ‘return’ submitted work to their drafts. This enables pupils to action any feedback given ready for resubmission
 - whole class feedback or teaching point may also be given via a video, voice note or message. This would be available for all parents and pupils to see.
- all work submitted will be viewed by the class teacher. Pupils will receive daily feedback.

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:

Pupils with SEND needs:

- work will be appropriately differentiated and given to families to deliver remotely for pupils with SEND
- contact between pupil and familiar adults will be regular for those with an EHCP

Pupils in EYFS

- pupils in EYFS receive instructional teaching videos catering for both children and parents. Following this, there are a range of activities that support the learning. These are evidenced through Tapestry for the teachers to feedback on
- practical activities will be prioritised to minimise screen time where possible
- children will also learn from doing other practical activities with parents like cooking to encourage language development

Pupils in Year 1

- pupils follow their curriculum through instructional teaching videos catering for both children and parents. Following this, there are a range of activities that support the learning both practical and written. These are evidenced through Class Dojo for the teachers to feedback on
- practical and creative activities will also be given for the pupils to complete

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 possible, that days' learning activities will be sent home for the child(ren) to complete. Teachers will check the work and provide feedback during the week. If you have technical issues, to contact your class teacher via ClassDojo or ring the school 0116 2811963

If a member of the household has a positive test result, a member of staff will telephone after 48 hours to do a well-being check on the pupil self-isolating.