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?

The teachers at Samuel Lucas have preplanned lessons that are then adapted to Google Classroom for children to access in the first few days of children being sent home.

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?

Children are taught the same curriculum as they would be in school. Samuel Lucas have made every effort to keep the timetable as close to their daily timetable at school in order to maintain routine for the children.

We understand that some lessons have required adjustments such as, D & T, Art and Science experiments in order for the children to complete these at home. We will prewarn parents if there are practical lessons where certain resources are needed and plan alternative activities for those who cannot access those 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:

Key Stage 1	3 hours a day- including Maths, English, phonics or spelling, Reading and a foundation subject.
Key Stage 2	4 hours a day- Maths, English, Reading, Spelling and at least one foundation subject.

Accessing remote education

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

Samuel Lucas will be providing home learning primarily through G Suite to years 2-6. The children will be using Google Classroom to access the work. The only exception to this in Computing which is taught through Purple Mash.

EYFS and Year 1 will be providing work through Tapestry which is used in the classroom outside of remote learning. As such, it is already a familiar tool to parents.

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:

If pupils do not have digital access at home, the school can provide a laptop to the pupil for remote learning. This will allow them to log onto the learning platforms to access the lessons. The laptop will be signed out by the parents and collected from the school.

However, if a child is unable to access the learning due to no internet access at home, the school can supply a dongle or apply for funding for extra data for the family for remote learning. This can be done by schools only through the government website. Again, any devices such as dongles, routers or other connectivity devices would be signed out and collected from the school.

If a pupil is unable to access the learning online for other reasons beyond this, paper packs are made for the pupil and dropped off at their house once a week. The previous week's work is collected to be marked by the class teacher and any feedback is then passed on. The class teacher also makes contact with the parents once a week for any feedback to be given verbally.

How will my child be taught remotely?

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

Pupils at Samuel Lucas will be taught primarily through Google Classroom. The lessons will consist of prerecorded teaching sessions from the teacher with any additional resources needed included. In Maths, we are following the White Rose scheme of work, so teaching videos from the website will also be included.

All resources will be adapted to be made accessible on Google Classroom for the children. The children will complete the work on Google Docs or similar and hand it in for feedback.

Our Computing curriculum is based on Purple Mash which the pupils are able to access remotely. The teaching of the lesson will be on Google Classroom but the content will follow the Purple Mash scheme of work which is also followed whilst in school.

EYFS and Year 1 will be taught using Tapestry. A weekly activity guide will be sent home on Tapestry with teaching videos for parents to view with their children. Parents are then encouraged to upload their observations and child's work for feedback.

The children will also have a chance to interact socially with others through a weekly year group assembly with their teachers and peers.

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 expectations of the child is that they are completing the work set for them. We appreciate that time constraints of working parents means that this may not be done during the normal school day hours. We expect the children to apply the expectations that their class teacher has of the standard of their work to the remote learning.

As parents, we value your support and would expect that your child can access the majority of the remote learning independently in the older years of primary school (Upper Key Stage 2). However, within the younger years, we expect that parents can be available to assist their children in accessing the remote learning through the correct platform and help them carry out their activities (particularly in EYFS and Year 1 where our curriculum is mainly based in play and practical activities).

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

Remote learning is checked daily by the teacher. The learning is the recorded in a grid so that we can see overall class engagement across a week.

If there are concerns, the SENCO or the class teacher will be in contact with you to discuss the child's engagement in the work.

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 on our remote learning platforms will take place using:
- Daily zoom meets for verbal feedback with small groups
- Quizzes on Google Classroom
- Written comments
- Traffic lighting work using Rubrics
- Whole class feedback in the morning updates from teachers

Our feedback at Samuel Lucas is a key part of Assessment for Learning so we feel that it is important that the children are getting direct, regular contact from the teacher in order to discuss the learning and their next steps.

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:

We are supporting our Pupils with additional needs in a number of ways, including:

Weekly (approximately) phone calls to all families of pupils on the SEND Register that are learning from home (outcomes recorded on CPOMS) either by CT or SEND Team member

Reading adapted to support SEND pupils – Oxford Owl (KS2) or Bug Club (KS1 and EYFS) in order to provide reading books at the appropriate level in place of the whole class text

Differentiated tasks allocated by class teachers via Google Classroom

Learning support packs prepared and delivered to families prior to lockdown for children with particular needs

Interventions and 1:1 support by TAs over Zoom

SEND support and provision continually adapted (as online learning provision evolves) and communicated to parents via telephone or email as necessary.

In EYFS and Year 1 where children often need more adult support to engage in a task we have been using Tapestry which parents are already familiar with as it is used in school to record observations and work.

The work is set over a weekly basis rather than a daily expectation in order to allow parents more flexibility to complete it at a time that is suitable to the child and the parent. The weekly plan includes both structured (phonics) and free play activities in order to allow the child the choice to explore other activities rather than engaging with a screen full time.

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?

Children will access Google Classroom where daily work will be set. The work will be the same as the curriculum being taught in school and the resources will match those of their peers. Detailed instructions, including videos if needed, will be left on the classroom for the child.

The self isolating students will receive typed comments rather than face to face feedback but the comments should be more detailed as the verbal feedback will be missing.