



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?

In the first instance, children will access the learning activities set out by the class teacher. This list will be handed to children in the event of a bubble closing and emailed out to parent/carers. In the event of an individual self-isolating, the list will be emailed to parents/carers. Digital online learning as described in this document will commence on the first full day after isolation/lockdown has begun.

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. For example we will prioritise the content that needs to be taught and modify the activities to support remote 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:

Key Stage 1	On average, 3 hours per day
Key Stage 2	4 hours per day

Accessing remote education

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

Our main online learning platform is 'Seesaw'. We will also use a range other of online apps/platforms to support learning, including:

Active Learn

Purple Mash

Microsoft Teams

Tapestry (Early Years @ Lynnfield)



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 children do not have access to a laptop or a tablet, the parents/carers should inform the school office as soon as possible. The DFE have provided schools with a limited number of laptops to be loaned. Parents/Carers will need to sign an agreement detailing how the laptop can be used and must be returned on the agreed date. There is a limited number of laptops and therefore school cannot guarantee their availability.
- If parents/carers need access to 'data' for their devices, they should let the school office know and school will apply on their behalf to the local authority
- School will provide packs on a weekly basis to be collected from school at a pre-arranged time for those children who do not have digital access.
- Completed packs can be dropped off at the school when a new pack is collected.

How will my child be taught remotely?

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

- recorded teaching – this is our main approach as we are aware that many of our families have more than 1 child and are sometimes sharing devices. We believe that this is a more manageable way for families to access digital remote learning.
- live teaching will be used where necessary and most appropriate for the n
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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?

- The Department of Education expect that children in key stage 1 are engaging in remote learning for 3 hours a day, in Ks2 for 4 hours a day.
- Reception children will be expected to engage with maths, phonics, theme based activities and story time on a daily basis
- expectations of parental support, for example, setting routines to support your child's education
- We understand that parents want to support their child's education as best they can by developing routines for them to be able to best engage with their remote learning. To assist with this, we will set fixed points of contact in the day by introducing a 10am live check in and a 3pm live story time. This will be on Microsoft Teams.



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

- We will be checking daily that children are engaging with digital remote learning on Seesaw. Teachers will call parents/carers in the first instance of children not engaging with remote learning to offer support. For those children accessing paper based packs, teachers will call on a daily basis to check in with the child.
- Where there are instances of children consistency not engaging with either digital remote learning, paper based learning or contact has not been made via the telephone, the PSA will commence with attendance procedures.

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:

- Direct feedback to children on 'Seesaw'
- Where appropriate, a telephone call with the teacher
- Daily feedback for digital remote learning and any paper-based work completed that has been digitally sent to the school office (photographs)
- Phone call to feedback for any paper-based pack dropped off back at school.

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 will work with individual families to provide a bespoke package which may include adaptations to timetable, resources and access to school.

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?

Digital remote learning will be set on Seesaw, checked and fed back on daily by the class teacher. In the event that children do not engage with digital online learning, the PSA will make contact with parents/carers to ascertain the reason for this. Where possible, a laptop will be loaned to enable digital access and in the event that this is not appropriate, paper-based packs will be issued. Paper-based packs will not be physically marked but any digital photographs sent into the school office will be marked by the teacher and fed back on to the child via the telephone.



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