Lynch Hill School Primary Academy

Part of the Slough and East Berkshire C of E Multi Academy Trust

Remote Learning Offer

We Aim High, Work Hard, Care Deeply

January 2021

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 offer.

What is remote education?

There are different definitions out there, but these are the ones that are most commonly used:

- Remote education: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- Digital remote education: often known as online learning, this is remote learning delivered through digital technologies.
- Blended learning: a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happen in class.
- Synchronous education: this is live education; asynchronous education is when the material is prepared by the teacher and accessed by the pupil at a later date.

The aim of our remote education offer is to deliver a high-quality curriculum so that pupils know more and remember more, even when learning from home. Our remote education curriculum needs to be aligned to the classroom curriculum as much as possible. And, just like the classroom curriculum, it needs to be carefully sequenced and ensure that pupils obtain the building blocks they need to move on to the next step. At Lynch Hill, we will strive to ensure that curricular goals are made as explicit remotely as they would be in the classroom.

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, if a child has been sent home, they may be given a work pack to support them through the first few days or a range of different tasks and activities via our online platform that may not quite follow the weekly timetable.

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 will teach the same curriculum remotely as we do in school wherever possible and appropriate. The timetable for each year group will be available for the start of each week and will ensure that the remote learning offer is broad and balanced. Our medium-term plans for each subject area will be followed and new learning will take place, building on prior knowledge.
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> Pupils will be supported with lesson videos and links to voiceover PowerPoints, and the tasks set will be the same in school and at home. Our PE team will be teaching the pupils who are in school for two hours each week and for those at home, there will be access to two PE lessons via the PE community on DB Primary. These would be examples of asynchronous education.
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> With access to MS Teams, staff will be able to set live, synchronous class meetings and review sessions, so that questioning, clarification and feedback can be offered across the week.

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	For pupils in KS1, we will be providing learning opportunities that will take the pupils at least 3 hours to complete
Key Stage 2	For pupils in KS2, the offer is increased and there is an expectation that children will be provided with learning tasks to cover at least 4 hours each day

Accessing remote education

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

At Lynch Hill School, we use DB Primary to support the remote learning in both KS1 and KS2. Video links, pre-recorded lessons; tasks and activities are all shared on this platform for the pupils to access. A weekly timetable/planner will be available to view on DB Primary and the school website each week.

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 have issued an access to technology survey so that we are aware of those pupils who may require printed work packs. These are available from the school office or can be delivered/posted to families.

- Where there are school laptops/devices to lend, we will contact families and talk through the process of making use of this service.

- For those families with devices, but without access to sufficient internet data, we will make school applications on their behalf to increase data allowances to mobile phones, or if needed, apply on the family's behalf for access to 4G routers. Additional surveys will be issued so that we are aware of those in need and how we can support them.

- We encourage parents to contact school and speak with the SLT for support and guidance.

- Pupils without online access can complete their work packs and submit to school for feedback and next steps.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- live, synchronous teaching (online lessons via Teams) will be further developed once all children at Lynch Hill have access to Office 365

- recorded teaching from expert sources (e.g. Oak National Academy lessons and Read Write Inc tutorials)

- audio or video lessons prepared by the Lynch Hill staff which will appear as links on DB Primary

- printed paper packs produced by teachers (e.g. workbooks, worksheets)

- access to Times Table Rockstars, PiXL resources

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

- carefully planned project work and/or internet research activities if they fit the unit of study for a particular subject

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?

- We expect our pupils to engage with remote learning each day and for you as parents/carers to contact us if you are experiencing difficulty. We encourage the older children to contact their teachers directly via DB Primary email.

- We recognise that supporting remote learning can be very challenging but we ask you to establish a routine and try to adhere to the daily timetables set out by each year group.

- We would ask you to talk through the learning activities and encourage your child(ren) to watch and listen carefully to support tutorials and videos so that they are clear on tasks.

- We would ask that you regularly monitor what your child is doing and offer encouragement and praise for effort made.

- If your child is isolating or unwell and unable to access remote learning, it is beneficial that the school is notified of this, so please do contact us as soon as possible.

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

- DB Primary (for KS1 and KS2) and Tapestry (for EYFS pupils) will be monitored daily by staff and those children who are not accessing or completing set tasks will be contacted. We will work with you to talk through any issues and support your child to move forward in their home learning.

- Parents have their own log-ins for their child's account so they will be able to check what their child is completing and review the teacher feedback given.

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:

- Staff will aim to give feedback on all tasks set and will do so in different ways. Some tasks may be acknowledged through the DB Primary 'Rewards' system and the cohort leaderboard will act as a motivation for pupils to complete tasks to the best of their abilities.

- Written feedback and next steps will be offered regularly and tasks will reappear in the child's 'Tasks' folder of DB Primary if their teachers need them to make some further improvements and edits to a given piece of work.

- Quizzes and additional challenges may be set to assess learning.

- With the set up of MS Teams, there will be an opportunity for synchronous Teams sessions to be established so that teachers can respond to queries, clarify misconceptions and offer verbal 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:

- Our pupils in reception and Nursery are not expected to access tasks and activities via DB Primary, rather parents of EYFS pupils have access to Tapestry: a secure online learning journal which builds a special record of a child's experiences. Communication between home and school, through videos, photos and diary entries, helps to build a shared understanding of how children can reach their potential and meet expected milestones. Our parents have been supported to set up their Tapestry accounts and given access to training videos and webinars so that they understand just what Tapestry can offer.

- Our SEND pupils receive regular support calls to ensure the work being set is appropriate and manageable. Personalised programmes to support speech development or to address specific targets are given, for example Speech Links support work sent to pupils and parents via DB Primary. Work will be differentiated accordingly. In the event of a local or national lockdown or part closure, our pupils with an EHCP will continue to be invited to attend school.

- Our SEND pupils will continue to receive therapies remotely. Our SEND team will create weekly videos which will address sensory, fine and gross motor activities that parents can mirror at home using everyday items. To support Social, Emotional and Mental health the SEND team will create wellbeing packs for children and give regular check ins.

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?

For those self-isolating, they will still be able to follow the weekly planners that each year group make available on the school website each week. We will aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we will inevitably need to make some adaptations in some subjects. For example, to support children at home, we may, more regularly, utilise the pre-recorded video lessons on offer through the National Oak Academy which will focus on the same learning intentions that are being covered in school but offer greater support and clarity for those learning at home.

Engagement with remote learning will be closely monitored and feedback will be given.