



Lighthorne Heath Primary School
Remote Education Provision: Information for Parents and Carers
January 2021

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?

We have set up subscriptions and accounts with various online learning companies, detailed below:

- Warwickshire WeLearn365 Portal:
 - Purple Mash
 - Espresso
- Oxford Owl – Floppy's Phonics – access to online reading books For Year R – Year 6.
- Raintree Books – High Frequency Word digital books (Book bands pink—lime)
- Mathletics – mathematics activities.
- Spag.com – spelling, grammar and punctuation activities for children.
- Seesaw

Your child's class teacher will contact you to find out whether you require weekly paper learning packs, and give you a timetable of live and recorded teaching sessions on Teams.

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, Physical Education, Music and Science investigations, where resources aren't available at home.

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: 3-5 hours

Key Stage 1 (years 1 and 2)	3 hours a day
Key Stage 2 (years 3-6)	4 hours a day

These hours include both direct teaching and time for pupils to complete tasks or assignments independently.

Accessing remote education

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

Username, passwords and login instructions for the digital learning platforms listed above will be sent to you by your child's class teacher. Parents and carers can email class teachers directly or the admin team for any further support:

admin2622@welearn365.com

Year NR	Ms Hartley	Hartley.r1@welearn365.com
Year NR	Ms Manley	Manley.j@welearn365.com
Year 1/2/3	Ms Hill	Hill.k2@welearn365.com
Year 1/2/3	Ms Munday	Munday.r@welearn365.com
Year 4/5/6	Ms Cox	Cox.c@welearn365.com

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:

- Pupils can access any printed materials needed if they do not have online access by requesting a weekly paper pack from their class teacher. Paper packs will be available for collection from the main school reception.
- Pupils can submit work to their teachers if they do not have online access by bringing back their completed paper pack weekly when they're collecting their new one.

How will my child be taught remotely?

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

- Live teaching (online lessons) on Microsoft Teams.
- Recorded teaching (video/audio recordings made by teachers and uploaded to your child's Microsoft Teams resource folder).
- Printed paper packs produced by teachers (workbooks and worksheets).
- E-books through the Oxford Owl, Floppy's Phonics and Raintree Books websites.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (Cornerstones Maestro, Power Maths, Purple Mash, Mathletics, Espresso and Spag.com).
- Music lessons will be planned by our specialist music teacher and pupils will have access to the Charanga website and resources. Class teachers will inform pupils of the weekly music learning objectives and lessons.
- Long-term project work and/or internet research activities (linked to your child's Maestro Project).

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?

Structuring the day

We understand how challenging managing your child's learning at home can be, particularly where there is more than one child at home, and where parents and carers are also trying to work. Do not worry about trying to keep your child to the full routine they had at school. However, children will feel more comfortable and learn better with a predictable routine to the day, even if this is difficult. Your child's class teacher will give you advice on how to structure the day by providing you with a weekly timetable for remote learning.

Try to make sure that your child:

- gets up and goes to bed at the same time each day
- has regular meal times
- has regular breaks
- makes time to be active – children are used to regular play at lunch and break times

Reception, Year 1 and Year 2 children

The best way to help children aged 4 to 7 learn is to:

- sit with them as they work
- do active and practical things, rather than trying to make them sit and listen for long periods
- try to break down the work into shorter periods, based on how long they can concentrate
- take frequent breaks
- praise or reward them when they do well

Talking

Talk with your child throughout the day and explain new words. For example, discuss the things you're doing and pick out words that might be new to them.

Reading together

When you read with your child try to:

- express the emotion in the story
- give colour to the characters using voices, tone and pace
- discuss the things you're reading
- explain any new words and ask your child to say them out loud

You can make a story more interesting and help your child develop their understanding of a book by linking what you're reading to real life. For example, while reading about Cinderella going to the ball, talk about how a ball is similar to a birthday party.

Ask your child questions about what you're reading as you go. For example:

- ask some questions that only need a short answer, such as what colour something is, or the name of a character
- ask some questions that need a longer answer, such as how a character is feeling
- ask them to tell you what has happened in the story so far and what might happen next

Phonics

Phonics is a method schools use to teach children how to read quickly and skilfully. We use 'Floppy's Phonics' programme. Your child's class teacher will provide daily live or recorded phonics sessions for children. Try to sit with your child and practise with them, following the advice you get from their teacher.

Writing

Help your child to practise their writing. For younger children this might include forming letters and being familiar with pens and pencils, while for older children it could include writing stories.

Ask your child to write about their day-to-day experiences of being at home, or to write letters to send to family members.

Numbers

Practise counting and numbers with your child. This does not always have to be a planned activity. For example, count things around the house while you're doing other things like cooking or cleaning.

Year 3 to 6 children

The best way to help children aged 7 to 11 learn is to:

- give them support and direction, but encourage them to do work independently too
- include active and practical things, rather than trying to make them sit and work for long periods
- try to break down the work into shorter periods, based on how long they can concentrate
- take frequent breaks
- praise or reward them when they do well

To check if they're learning try to:

- ask them questions as they go
- talk about things they learned

Reading

Talk to your child about what they're reading. This will help them understand what they've read. Try to encourage them to read for fun, as well as reading for school.

Ask your child questions about what they're reading. For example:

- ask questions that make them think about the story, such as how a character is feeling
- ask them to tell you what has happened in the story so far

Writing

Try to help your child practise their writing. They may be set work by their class teacher to do on a digital device, but using pen and paper as well will help them be ready for when they return to the classroom.

Additional information for parents of year 6 children

To prepare for going to secondary school this can be a good time for them to follow their own interests.

For example, for:

- history, by visiting the [English Heritage](#) website to explore England's history
- geography, by researching other countries
- science, by finding out more about the human body on [BBC Bitesize](#)
- art, by trying the activities on [TATE Kids](#)

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

- Your child's class teacher will check how they are engaging with their remote education by registering their attendance at live sessions and through assessments of their work.
- Where a child's engagement is a concern, class teachers will contact parents/carers via email, telephone calls and/or through live meetings on Microsoft Teams.
- There will be further 'parents/carers' conferencing meetings live on Microsoft Teams throughout the academic year, until face-to-face meetings can safely resume.

How will you assess my child's work and progress?

Assessment and 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 and assessment are still as important as in the classroom. It can be harder to deliver immediate feedback to pupils remotely than in the classroom, but feedback will be given through:
 - Verbal feedback in chatroom discussions (on Microsoft Teams),
 - 1-to-1 interaction tools (On Microsoft Teams / email / via
 - adaptive learning software
- Opportunities for peer interaction will be given to provide motivation and improve learning outcomes. These will be enabled through Microsoft Teams. They will also help pupils maintain their social skills.
- Teachers will stay in contact with pupils through regular email; regular recorded lessons and regular live lessons on Microsoft Teams, and use formative assessment processes to check pupils' understanding and progress.
- Assessment is built into some of our online subscription packages. Low-stakes quizzes will be built in to remote education, as will written assignments and retrieval practice activities. Pupils will be invited to re-visit and process the main content of their lessons further in an additional task or later lesson through retrieval practice. Pupils will also be able to re-watch recorded lessons.

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:

- Class teachers will work with families to tailor remote education to the needs of pupils with SEND.
- External professionals (e.g. our school counsellor / Significant Adult Project Lead / Family Support Workers) and Teaching Assistants will deliver live interventions on Microsoft Teams. Some pupils with SEND will be invited into school for a reduced timetable / specific sessions for face-to-face interventions (e.g. Nurture).
- Learning Mentors and Designated Safeguarding Leads will make regular telephone calls to parents and carers of vulnerable pupils.

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?

Live and recorded sessions will not, regrettably, be possible under circumstances where an individual child is having to self-isolate due to the face-to-face teaching commitments of the teacher in school. The teacher will, however, plan and support parents and carers with the rest of our remote learning offer during the period of self-isolation, as outlined above.