



LANGNEY PRIMARY ACADEMY

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 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 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?

On the first day of closure, Yr1-6 pupils will continue with their usual "Langney Keeps Learning" tasks. These include

- Reading Bug (whole school progressive home reading fluency and comprehension scheme)
- My Maths (online home learning Maths portal)
- Timestable Rockstars (online multiplication platform)
- Reading for Pleasure (independently or with family members, a book from home or our school library)
- Be Active (take part in daily exercise that could include a home fitness circuit, walking, cycling, scooting or jogging)
- Weekly Spellings

On the first day of closure, EYFS pupils will continue with their usual "Langney Keeps Learning" tasks. These include

Reading Bug (whole school progressive home reading fluency and comprehension scheme)
Phonics Play (online APP that supports our Letters and Sounds approach to the teaching of phonics)
Reading for Pleasure (independently or with family members, a book from home or our school library)
Be Active (take part in daily exercise that could include a home fitness circuit, walking, cycling, scooting or jogging)

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?

Our Remote Education provision follows the same curriculum and mirrors very similar lesson structure as if the children were at Langney Primary Academy on a standard day.

A weekly timetable is distributed at the start of every week for every year group. The weekly timetable stipulates if the subject/activity is taught live online or is accompanied by a recorded lesson, whether the class teacher will be providing live commenting and also other events such as assemblies. A daily schedule is then shared on Google Classroom in advance of the day beginning.

In times of national lockdown, where a service to critical worker and vulnerable children may be offered, the children in school will also follow the exact same timetable and support. This allows some of these children to attend in school part time and there be no disruption to learning.

Specialist teaching of Computing, PE – Games and Movement, Music and Spanish learning continue to be delivered in an online, bespoke manner. Our specialist teachers during the lessons are online to give feedback and support the learning.

Children’s Social, Moral, Spiritual and Cultural development are still fully supported through morning podcasts from teachers and / or live Google Class Meets, daily assemblies, topic days and most reward systems as if the children were in school.

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:

EYFS	3-4 hours
Key Stage 1 and 2	5 hours

There are a limited number of personalised agreements between teachers and families where this expectation has been temporarily adjusted to support wellbeing. This is frequently reviewed and agreed with Senior Leaders

Accessing Remote Education

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

Access to our online learning is solely through Google Classroom.

Every child has a @swale.at account and this allows controlled access to a Google Suite for themselves. From this platform, learning sites that are essential are bookmarked for easy access.

Smoothwall filtering is installed on all school and loaned devices for online safety purposes. This compliments our extensive online safety provision for children and families.

100% of Reception families have and access the Tapestry application.

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:

It has been our priority to rapidly provide online access at home to ALL of our pupils. Our vision is for 100% of learners to be able to access a digital remote education during times of school closures or self-isolation.

We carried out an initial survey in July 2020 to ascertain whether pupils had access to a suitable device and the wifi connection that would allow full engagement in our remote education. We continued to monitor access through November, December 2020 and January 2021. This allowed us to strategically prioritise the distribution of new loaned devices to children without access in the following order:

- Year 6 Disadvantaged Pupils
- Year 6 Pupils
- Year 5 Disadvantaged Pupils
- Year 4 Disadvantaged Pupils
- Year 3 Disadvantaged Pupils
- Year 2 Disadvantaged Pupils
- Year 1 Disadvantaged Pupils
- All other Pupils with no access

Any families that now have a change in circumstance should contact the school and we will swiftly address the need in a suitable fashion.

We work on the premise of every child having a device and not every household, due to the expectation that children are able to access learning throughout the school day. Every child within the same household will require access to their own device from 9am – 3pm to access the high quality learning and support on offer. Support with wifi internet connection can also take place by contacting the school.

Children submit work through their Google Classroom for each lesson and staff will provide both oral and written feedback accordingly.

Until all children gained access to a device, homepacks were previously provided in the interim for some children to allow learning to continue. In order to monitor progress, home phone calls were made by school staff to speak with children at home about their homepack learning. Packs were then dropped into school and quarantined accordingly before teachers assessed.

We swiftly moved to eradicate homepack learning as we believe the most effective and valuable method presently is online digital learning where teachers can interact, respond immediately and support learning.

There are rare circumstances that homepack learning would continue. These are for bespoke provision and must be agreed with the Senior Leadership Team.

How will my child be taught remotely?

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

EYES A range of teaching approaches are used to teach the pupils remotely including:

Phonics, Literacy and Maths are taught through active support videos (created by our staff) for parents and children. Learning then continues as a result of the video and evidence is sent back from families to the staff through Tapestry. Physical Development is taught through PE videos and there are many

numeracy/literacy links included. Fine motor skills learning is developed through a weekly “Dough Disco” session (twice a week) video. Weekly story videos are recorded and distributed from a range of adults in EYFS. Every week there is an Expressive Arts and Design task that is sent through as a “memo” in Tapestry. Families and children will then design and make together and send evidence back through Tapestry. Further support videos for key skills are distributed to families to support delivery of the EYFS curriculum.

Yr1 – Y6 A range of teaching approaches are used to teach the pupils remotely including:

Live learning episodes to groups of children. Recorded support videos through Google Meet or Loom that introduce new content, key concepts and recap prior knowledge. Support documents that illicit research and independent work are provided. Teachers still teach from their usual lesson plan delivery method (slides/smart notebook) on the screen as they Loom to support pupils and families. Children submit work back through Google Classroom.

Opportunities are also found to set tasks and allow off screen learning as we are wary of increased screen time for adults and children. Tasks are often set such as information posters, handwriting, design and technology, art and design where work is completed and evidence in the form of photos and videos are sent back to teachers through Google Classroom for assessment purposes.

Specialist lessons for PE Games & Movement, Spanish and Music are very active and involve children participating and not always working at the screen.

We believe our children learn best by interacting with Langney staff who are known to them and already have strong, trusting relationships with. This is why the majority of our learning is delivered by our highly qualified staff.

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?

Weekly timetables are distributed to all families and these make clear the lessons, activities, breaks and when staff will be available for commenting and feedback.

We ask that parents and carers support their children with positivity, encouragement and any technical issues by contacting the school for help or watching support videos on our website.

EYFS – We have a minimum expectation of a weekly upload of evidence to the staff through Tapestry. It is preferable to have daily evidence of learning through Tapestry.

Y1 – Y6 – We expect full completion of each lesson / activity that is set. Our expectations for conduct and engagement match our usual Rainbow Rules, High Five School values and User Agreement Protocol. We are clear on the expectation that only children’s independent work should be completed and submitted.

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

We have clear systems in place to monitor and support pupil engagement. Teachers have daily tracker sheets and will make daily phone calls home to families if work is not completed - if there are no other extenuating circumstances. Senior Leaders also contact if the need arises.

All families are phoned/contacted once a week to support with wellbeing and motivation.

Parent Consultations occur remotely and continue as originally scheduled.

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:

Formative (continual) assessment will take place throughout the day in a variety of methods. These include whole group and individual feedback through written comments in Google classroom and oral feedback through Mote voice messages. Staff will also add comments directly on Google documents.

Periodically, quizzes are set to help triangulate and connect all judgements. These can take the form of Google Forms for the purposes of live Spelling tests or mini assessment reviews. In addition, the use of Kahoot and Flipgrid may also be utilised.

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:

For pupils with EHCPs, the SEND team will make regular contact via phone calls. These phone calls will be an opportunity for dialogue around EHCP needs, pupil welfare and any support that you as a family require.

Bespoke planning will be made available by class teachers on the Google Classroom. Activities here will be individually tailored to the additional needs of your child. These plans are monitored by the SEND team.

Opportunity to speak to the SENCO or Deputy SENCO remains in place. If you, as a parent or guardian, have concerns then you can request to speak with them by calling the school office.

Some SEND interventions are continuing in school for those eligible to attend. Resources can be shared with you as a parent. Please call the school office to speak to a member of the SEND team.

Home packs can be prepared, tailored to your pupil's individual additional needs, if necessary. We feel it is important the Google Classroom is accessed initially. But, the SEND team would be happy to speak with you if you require this support.

Members of the SEND and Pastoral team will be making periodic home visits when the need arises. These visits will be an opportunity for you to ask for support.

Many of the Council iSEND services are still operating, albeit remotely. With this in mind, the SEND

team can still support with any referrals that may help your child to access remote learning.

It is preferred to provide EHCP specialist needs for your child through in-school provision. If it is decided that remote education takes place then the SEND team may provide live learning when appropriate.

Structured Conversations will be continuing as in previous terms. You will be notified about when and how these will be carried out via a letter to the email address given to the school office.

Finally, we recognise these are difficult times and we can direct parents to charities, services and programmes that you can access alongside our school support systems.

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?

When a whole bubble self isolates, the above methods are employed.

When the majority of the bubble remains in school, a self-isolating child and family can expect the provision as listed in the first box in this document. From day two onwards, learning will be accessed through Google Classroom or Tapestry (EYFS). The previous days CORE subjects learning (as listed in the description above) will be uploaded with support podcasts for children to complete. Staff will also contact home to support the learning every week. Foundation learning will also be provided through Google Classroom. It is recognised that teachers are teaching all day in school and commenting and feedback may be taken on by other staff members.